REPORT RESUMES

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EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA. SIXTH PROGRESS REPORT, JULY 1-SEPTEMBER 1, 1965.

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AFTER RECEIVING VOCATIONAL TRAINING AT THE CENTER, 36 YOUTHFUL OFFENDERS WERE PAROLED AND PLACED ON JOBS. THOSE WORKING IN ALABAMA WERE BEING VISITED IN THEIR HOMES BY THE PLACEMENT OFFICER AND PERSONNEL COUNSELOR TO DETERMINE PAROLEE SUCCESS IN ADJUSTING TO SOCIETY. THE INSTRUCTORS WERE PLEASED WITH THE PROGRESS OF THE SECOND GROUP OF TRAINEES AND WERE PREPARING FOR THE GRADUATION OF 19 INMATES FROM 12-MONTH COURSES AND 49 INMATES FROM 6-MONTH COURSES. THE VOCATIONAL COUNSELOR WAS RECRUITING AND INTERVIEWING INMATE APPLICANTS FOR THE NEXT SERIES OF COURSES. THE MATERIALS DEVELOPMENT UNIT WAS MAKING FINAL REVISIONS IN PROGRAMED LESSONS FOR FIELD TESTS OUTSIDE THE PRISON POPULATION. INADEQUATE SPACE AND TIME FOR COUNSELING CONTINUED TO BE A MAJOR PROBLEM. THE APPENDIXES INCLUDE--(1) MATERIALS FOR THE 1966 REPORT OF THE SECRETARY, UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT FOR FISCAL YEAR 1965, (2) ENROLLMENT AND PLACEMENT DATA CHART, (3) REPORTS OF TWO CONFERENCES ATTENDED BY THE STAFF, (4) A CALENDAR OF FIELD TESTS FOR INSTRUCTIONAL MATERIALS, AND (5) SUMMARIES OF FOLLOWUP VISITS TO PAROLEES. (EM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SIXTH PROGRESS REPORT

July 1, 1965 to September 1, 1965

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT
for
Training and Placement of Youthful Inmates
of
DRAPER CORRECTIONAL CENTER
at
ELMORE, ALABAMA

Manpower Development and Training Act

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July 1, 1965 - September 1, 1965

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PROGRESS REPORT

July 1, 1965 to September 1, 1965

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA

Can the lives of seemingly incorrigible criminals be changed? Can vocational training and counseling adequately prepare inmate trainees for their "second chance" role in free society? Can the parolees now working in jobs maintain stable employment, or will they commit additional felonies and be returned to prison?

These are the questions to which we must seek answers as our 36 trained parolees "field test" the effectiveness of the vocational and personal-social educational programs at Draper Correctional Center. These are the questions that can be answered only as we observe the parolees in their free-society setting--on the job, during their leisure time, and in their homes. Only as we visit the parolees, their employers, and their families can we evaluate their job performance, industry, family relationships, educational and job advancement, personal and social adjustment. Only as we furnish them supportive postplacement counseling services can we determine to what degree the efforts of this program have been successful.

Purposes and E & D Features

The purpose of the experimental-demonstration project is to provide a special program for the selection, counseling, testing, evaluation, training, and placement of a minimum of 120 youthful inmates, from 16 through 21 years of age, whose variety of problems prevents their profiting from conventional programs in vocational training. Programmed instruction and several allied training methods are being developed and used to instruct the inmates and to overcome their defeatist attitudes. Reduction of training time without sacrifice of quality or the amount learned is a project goal.

Experimental and Demonstration Features

The specific features of the program will seek to demonstrate that:

1. Institutionalized, youthful offenders can be successfully evaluated, selected, counseled, and trained for a vocation.

2. Programmed materials can reduce the preparatory and vocational training time which is necessary for traditional training methods.

3. Employers throughout the State of Alabama can be induced to hire parolees who have completed training in this program.

4. Intensive vocational and personal counseling can assist in modifying the psychological and behavioral problems of these inmates and enable them to become employable persons who are capable of adjusting to the demands of free society.

5. Direct family counseling can effect an easier transition from the prison to the home and also improve the community's acceptance of the parolee.

6. Male college students employed by the project who are studying counseling and guidance can receive qualified field training for practicum credit.

7. Volunteers can be recruited from the surrounding communities to assist in the prerelease program.

8. Community involvement can be generated to establish local committees to sponsor individual inmates who will be paroled to the community.

Certain additional E & D features, consistent with the original objectives, have emerged as a result of our experiences during the first year of operation. Should our contract be renewed, we shall continue to pursue the original objectives and experiment with these additional features.

Additional Features

9. Acceptance of older inmates who are currently not permitted to receive vocational training can result in the project's reaching men who qualify in every other respect and are strongly motivated to receive the benefits of vocational and personal-social training as preparation for their release to free society.

10. Early screening and evaluation of potentially eligible candidates for training will allow referral of those with great basic education deficiencies to Draper's Experimental Academic School wherein they can be prepared in less than six months to enter vocational courses and succeed in passing all required work.

11. Through his experiences in placement activities, the Job Placement Officer can prepare guidelines for a prerelease program that would make inmates available prior to actual parole for personal job interviews and for personal-social guidance by community groups.

12. Recommendations for a permanent vocational rehabilitation program for the correctional system can be formulated from the evaluative data accumulated by the project in the pursuit of its goals.

Administration

Our only college corpsman for the fall quarter came to us after receiving his B.S. in business administration from The Citadel this summer. We are having difficulty in obtaining our full quota of college corpsmen for the fall quarter due to the recent draft requirements. To serve in the project's college co-op training program, a student must drop out of college for a quarter or a semester. Most students prefer to seek employment with one of the OEO Work-Study Programs being conducted on the college campuses to reduce their chances of being drafted.

James A. Peavy, Jr., a recent graduate of the University of Alabama, has been employed to replace Cliff Lumpkin as the Assistant Remedial Instructor. Mr. Lumpkin and three summer college corpsmen have returned to school.

The instructor position for the radio-television repair course (left vacant when Mr. Ussery was appointed to the State Parole Board) has been filled by a well-qualified person, Mr. Charles James, who began work on August 23.

Mrs. Eloise White has been employed to replace Mrs. Shirley Nutter, one of our clerk-typists who resigned in August because of her husband's job transfer.

A number of important shifts in emphasis on all phases of the experimental operations have occurred during this reporting period. We have begun field testing the first of our programmed instructional materials with students in other MDTA projects and trade schools. Results of the first field tests are given in APPENDIX A.

We have also begun a more intensive follow-up effort for paroled trainees who are working in jobs. This effort is still hampered, however, by the counseling staff's lack of time to perform the follow-up work in addition to their regular counseling duties with the present trainees and recruitment, testing, and interviewing of new applicants.

Through his effort to place some of the recently paroled graduates, the Placement Officer has found a need for a slight shift in training emphasis in two of our courses: bricklaying and small electrical appliance repair. In a few instances, these graduates need more versatile training in order to be placed in permanent positions. Already, the small electrical appliance class is receiving more training in the area of larger appliance repair. Similar steps must be investigated for the bricklaying course to insure permanent employment for graduates of this course. The seasonal nature of construction work is such that the bricklaying jobs do not lend themselves to being considered "permanent" employment, and prisoners must have "permanent" jobs before they can be released.

The Project Director and Assistant Director attended the American Management Association Conference in New York and the American Congress on Corrections in Boston during this reporting period. Both conferences were of benefit to our administrators who were exposed to new educational tools and techniques and to new trends in the field of corrections. (Refer to APPENDIX B for reports of the two conferences.)

The Placement Officer met briefly with the circuit solicitors of Alabama at the state bar association meeting in Birmingham in July. He was given an opportunity to describe the project and to seek the cooperation of those present with regard to specific parole problems that might arise in their areas of jurisdiction. The group was receptive to his presentation. One of the solicitors has already had an opportunity to cooperate with the project in working out parole problems for one of our trainees.

A copy of the annual report submitted to Mr. A. E. Houk, State MDTA Supervisor, for the FY'66 Report of the Secretary under the Manpower Development and Training Act for FY'65 is included as APPENDIX A, although all attachments are not included. Some of the attachments have been submitted in previous second, third, and fifth progress reports.

As soon as OMAT approved funds for repair to air conditioning equipment, we were able to repair an inoperative four-ton unit that had been secured from GSA. The unit was installed in the remedial and supplementary classroom areas, neither of which had any windows or ventilation.

To the delight and great relief of a still-suffering administrative staff, a Montgomery firm learned of our unbearable working conditions and donated a used, but good, air conditioning unit to the Rehabilitation Research Foundation in late August for use in the administrative offices. (Refer to APPENDIX C for details of the transaction.) After several weeks of repair and installation, the unit is now, at last, in operation, and the productivity of staff and students has, as a result, greatly improved.

Copies of the numerous letters that were directed to the Office of Manpower Automation and Training on behalf of the continuation of the Draper Project are being received by our Project Director with deep appreciation. Of particular significance to us, in view of our hope to win financial support from the State Legislature for a permanent rehabilitation program, is the Alabama Senate Joint Resolution (included as APPENDIX D) endorsing the value of the program to the State of Alabama and memorializing Alabama's Congressmen to interpret the need for its continuation. The staff and student body of the MDTA project, along with many people and groups throughout the state who are interested in the continuation of this rehabilitative effort, anxiously await the decision of the U. S. Department of Labor.

Visitors during the reporting period have included 35 members of the Project Cause II Summer Guidance and Counseling Program, Tuskegee Institute; 28 members of the NDEA Counseling and Guidance Summer Institute, University of Alabama; and 28 Auburn University students. A visit was also made by Mrs. Ruth Maitland, Youth Training Consultant for the Department of Labor, to investigate the possibility of our project's working in cooperation with a demonstration project at Denver's Youth Opportunity Center. We hope to have the Denver project field test some of the programmed materials that are being developed at Draper.

Another visit was made by a father and son from south Alabama. The 16-year-old son had been charged with forgery and placed under his father's custody. The father visited the vocational project with his son to decide whether he would have his young son confined to a prison which offered rehabilitative services rather than keep him out of prison under his custody. He was especially pleased to view our educational and rehabilitation program.

Our greatest problem is the need for renewal of our contract in order that we may pursue the original objectives to their completion. In addition, we need to employ a follow-up counselor, a writer, and to obtain the part-time services of another clinical psychologist to serve the needs of the more emotionally disturbed trainees.

Staff members who were offered other positions in more permanent types of employment exhibited their interest and concern for the project's continuation when they refused the jobs offered to them in hopes that the project would be approved for renewal.

Recruiting

Recruiting activities for all seven training courses which will begin in November were started in August. Announcements and applications have been distributed. Since this is the busy harvest season for the prison farm, the inmates are badly needed to supply labor, and the response has not been what we had expected. However, there is a great deal of interest being shown by the prison inmates in the forthcoming classes. We have had quite a number of inquiries about the November classes, and the rumor of the age being extended has created an interest in the more mature inmates. It is felt that the school will have a wider and better selection of men from which to choose the next classes. Recruitment for more applicants will be resumed in the latter part of September and the first part of October. Thus far, we have not received ten qualified applicants for several of the courses. Other courses have had more applicants than they can possibly manage to serve. However, some of those applying for the shorter courses (with the view of earlier release) will likely change over to the longer courses when welding and barbering quotas are filled.

The following is a breakdown of the number of applicants for the various courses. This breakdown is based on the applicants' first choices of training.

Note: Courses are limited to ten students in each.

COURSE SELECTION	COURSE LENGTH	NUMBER OF APPLICANTS
Automobile Service Station Mechanic-Attendant	26 weeks	16
Barbering	26 weeks	35
Bricklaying	26 weeks	16
Radio-TV Repair	52 weeks	9
Small Electric Appliance Repair	26 weeks	5
Technical Writing	52 weeks	2
Welding	26 weeks	37
TOTAL		120

Testing and interviewing have been delayed in order to give full cooperation to the prison authorities in their use of all available labor to gather the crops during the harvest season. Many of the applicants were tested and interviewed when they applied for training in March. Due to their length of sentences, they were not accepted at that time; however, some will be eligible for the November courses since they will have served more time by then.

Counseling

Metropolitan Achievement Tests were administered to students in the second section of training. After 148 hours of instruction, these students demonstrated a 1.0 average grade placement gain as compared with the .9 gain of the first students in 192 hours of instruction. Refer to APPENDIX A attachments for scores of individual classes.

The first section students were tested with the California Achievement Test; the second, with the Metropolitan Achievement Test which is generally considered to be the more difficult of the two.

During this reporting period 58 students had counseling sessions with the counselors and clinical psychologist. Most of them have had an average of three sessions. Problems pursued covered classroom work, personal, family, holdovers, vocational, social security, welfare, health, etc. Seven students were referred to the Clinical Psychologist who is available only two days a month.

The following chart will give information concerning enrollment and terminations prior to the end of training:

CLASS	Present Enroll-ment	Terminations Good Cause	Terminations Bad Cause
Auto Service Station Mechanic-Attendant	10	0	0
Barbering	9	1 (infected hand)	0
Bricklaying	10	0	0
Radio-TV Repair	10	0	0
Small Electric Appliance Repair	10	0	0
Technical Writing	8	0	2*
Welding	10	0	0

*One was dropped due to early parole.
One was dropped due to stealing and other personality problems that seem to grow worse rather than better. This student's Psychological Evaluation and Report was included in the Fifth Progress Report.

The guidance and counseling department employed two college students during the summer months (neither of whom received credit for their work). The first three college students who served as college corpsmen for the project and completed their tour of duty in May visited us during the summer months. All of them are doing graduate and advanced graduate work in the areas of psychology and guidance and counseling. We are using, in addition to the one college corpsman employed by the vocational project, the services of two college corpsmen who were employed to work in the Experimental Academic School. These students will assist the counseling staff with testing the present trainees and applicants for new courses.

Training

It is the responsibility of the State Division of Vocational Education to administer the program at Draper Correctional Center through the designated training agency, the Rehabilitation Research Foundation of Alabama, in cooperation with the Board of Corrections. The program is being coordinated by the State Director of Vocational Education. Supervision for organization and development of the program is provided by the State Supervisor of Manpower Development and Training Program. The Project Director, with the aid of consultants, planned and organized the training program, as well as the experimental-demonstration phase of the project. Direction and coordination of all phases have been the responsibility of the Assistant Project Director.

Program Purposes and Objectives

A significant purpose of this project is to adapt to traditional vocational training certain recently developed but proven teaching techniques that are now being applied with success (generally, under the name of programmed instruction) by various agencies such as the Training Branch of the U. S. Communicable Disease Center, the U. S. Air Foce Staff and Training Command, the Agency for International Development, and many schools and industries. We are developing programmed materials for several basic trades for which such materials do not now exist or are not available. These vocational programs are designed to individualize training for a group of male, youthful offenders who are clearly hardcore employment problems upon release. Our further purpose is to develop the necessary guides that will make these materials and their proper use available to both correctional and public educational institutions.

The specific purposes of the training phases of this project are as follows:

1. To select and train a group of incarcerated, youthful offenders for several useful trades. The selected courses for the project are as follows: Combination Welding, Radio and T. V. Repair, Small Electrical Appliance Repair, Automobile Service Station Mechanic-Attendant, Barbering, Bricklaying, and Technical Writing.

2. To significantly reduce the preparatory and vocational training time through the construction of programmed materials of two kinds:

    a. Programs that serve as adjuncts to existing training materials, making these materials easier for the student to understand

b. Programs that replace existing materials, particularly those that are most inadequate for the more difficult parts of the training job

3. To assess ways of improving the training and programming activity and to insure proper placement and guidance of the trainees after parole

4. To make available to correctional and public educational institutions both the training materials and the procedures for their use

The MDTA codes, occupational titles, DOT codes, length of training, and the number of trainees for each course are shown in the table below:

CODE	TRAINING AREA	DOT	Length of Training	No. of Trainees
Ala-(YM)5001-001	Combination Welder	4-85.040	26 weeks	10
Ala-(YM)5001-002	Small Electric Appliance Repairman	7-83.058	26 weeks	10
Ala-(YM)5001-003	Radio & Television Repairman	5-83.416	52 weeks	10
Ala-(YM)5001-004	Automobile Serv. Sta. Mech.-Attendant	7-81.011	26 weeks	10
Ala-(YM)5001-005	Barber	1-21.01	26 weeks	10
Ala-(YM)5001-006	Technical Writer	0-06.90	52 weeks	10
Ala-(YM)5001-007	Bricklayer	5-24.011	26 weeks	10
				70

A breakdown of the number of hours and days spent in training for both sections of six-month courses and the two twelve-month courses are included in APPENDIX E.

Remedial (Basic Education)

In continued experiments with the teaching machines, the Remedial Instructor has learned a great deal about them. Originally, these machines were used only with students of the Technical Writing and Radio-Television Repair Classes. The majority of these students were of above average intelligence and performed well on other types of self-instructional material. Based on the performance of these students, the instructor had previously reported that he felt the programs prepared for use in the machines were inadequate. The students had been bored with repetition and the lengthy frames in the programs. Now, however, he must retract that generalization for he has found that other students do extremely well using the same programs. Because of their inattentiveness and poor performance on other self-instructional programs, two students were assigned to work with the machines. These boys are of less than average intelligence and prior to this time, it was difficult to even keep them working in the remedial class. Now, things have certainly changed. They are proceeding rapidly through their programs. In talking with them, the instructor learned that the students had feelings of more active participation in their work and an artificial direct teacher-student relationship appealed to them. The length of the frames and the repetition in the programs appear to be of value to each of these two students.

The chart below presents the programs completed and the number of points earned by five classes:

CLASS	Courses Completed	Points Earned
Auto Service Station Mechanic-Attendant	130	165
Barbering	103	143
Bricklaying	130	196
Small Electric Appliance Repair	122	170
Welding	124	191
TOTALS	609	965

Thirty-six students have earned one certificate of achievement each, while five students have earned two each. The first six-month students earned a total of only 23 certificates.

The instructor contributes the far more rapid progress of the second section of students to many small factors that are interrelated, such as the following:

1. Selection procedures were improved for the second section. Although the students who were selected possessed, as a whole, lower achievement levels than their predecessors, they were more motivated to complete the courses because they realized the training and job placement had been successful for the first group.

2. The prevocational training period provided for the second group gave these students an opportunity to understand what was expected of them.

3. We were able to begin classes in May with all the necessary equipment and materials on hand. (A delay of some classes of from one to one and one-half months was experienced in getting equipment and supplies when the project first began.)

4. All vocational instructors are more experienced in working with each other and with the remedial instructor in a concerted effort to keep the students moving forward in their work.

Supplementary

The instructor of this course became ill and was hospitalized one week before the project was closed for vacation (while inmates picked cotton). Since the instructor had written class plans available, the college corpsmen were able to conduct his classes for a week.

The Supplementary Instructor remained in the hospital, in very critical condition, during the vacation period and was still unable to return to his classes when the project reopened during his fourth week of illness. Therefore, we scheduled students for additional training in shop theory and practice during the time they normally receive supplemental training.

Although this situation has created a void in the supplemental training of our students in the second section, the time has not been lost. These students have received more shop theory and practice than have students in previous courses. As soon as the instructor returns (within a few days), he will make every effort to pursue his training plan to catch up the time lost during his illness.

Shop and Related Classroom

"We now have a demonstrational classroom engine that was donated by the Chrysler Corporation in an operative condition. The students in the AUTO SERVICE STATION MECHANIC-ATTENDANT class have gained considerable experience in setting this engine up. The test stand for the engine and the exhaust system were constructed by the Welding Class," reports the instructor.

"I have had students working in teams on the demonstration engine, both in the shop and in the classroom. When one student is proficient in a given area, I assign to work with him a student who has not had this particular training. This method seems to work to an advantage for the students as they both gain from the experience. The student who teaches must know his subject thoroughly, and he, therefore, takes pride in being able to instruct one of his fellow students. The learner apparently gains from this method because he works hard to learn in order not to appear ignorant to the student who teaches him and in order that he may be qualified to teach another student. I have found that the students attach considerable prestige to having acquired knowledge or a skill that is uncommon to the group."

The Materials Development Unit is working on two or three lessons for the BARBERING CLASS that should be ready for the November 1 unit. The lessons are arranged in the proper order of presentation to be given to the class as their progress in the course indicates. One of the lessons deals with the proper seating of the patron and the arrangement of the linen and hair cloth. Included in this lesson are the two methods of removing loose hair from the patron's head and neck.

"I have reviewed these lessons with members of the Materials Development Unit," reports the Barbering Instructor, "and I feel they will prove very helpful in the barbering course. We are anxious to try out the lessons on 'Barber Science,' 'Areas of a Haircut,' and 'Proper Manipulations of the Shears and Comb,' that have been prepared by two of the technical writing students.

The BRICKLAYING CLASS has had an opportunity to put their class theory to practical use recently. This class converted the bricklaying class tool room into a faculty rest room--a job which included brick and block work, plastering, and cement finishing. A second job was the construction of an addition to the main building of concrete block walls, floor, and roof, to house the air conditioning unit that was donated to the project.

The instructor reports, "After instruction in theory, estimation, and general layout for brick step construction, the class built two sets of steps for the entrance to an upholstery shop and print shop within the prison compound. Now that the Project Director and Assistant Director have approved the blueprints for a coffee shop to adjoin the main building, the class is making plans to begin this construction. The practical jobs which students can see as finished products which serve a good purpose certainly motivate my trainees because these actual experiences make them aware of their need for training."

The RADIO-TELEVISION CLASS has been handicapped in not having a full-time instructor for a period of several weeks; therefore, their progress in basic television theory was hindered during this reporting period. Under the Shop Supervisor's guidance, the students were able to continue their assigned shop work. As soon as the new instructor began work, he revised the class procedure to omit shop practice for a time and to put extra emphasis on instruction in basic theory. He will proceed with shop practice instruction as soon as the class recovers the time lost in basic theory instruction. He plans for the students to average at least one job a day which would allow them to finish the course with a good working knowledge of television receivers and the ability to perform as well-qualified entry level television repairmen.

Community resources have been of great benefit to the SMALL ELECTRIC APPLIANCE REPAIR CLASS. The instructor reports, "An engineer with the Artic Traveler--a truck refrigeration business--presented a program to my trainees outlining the need for service men in this industry and the servicing of his products. Sales and service manuals were presented to the students following his presentation. The Alabama Power Company furnished this class a number of inoperative trade-in appliances on which the students could practice the theory of appliance repair. This practice has given them training and more experience in the repair of large electrical appliances."

To evaluate how much the students in the WELDING COURSE have obtained from a blueprint course they have recently completed, beams were set up in the Welding classroom. The instructor obtained shop drawings from Hartley Boiler Works in Montgomery to be used for this comprehensive test. Each student is taught theory in class and puts his theory to practice as he performs the designed work with welding equipment and materials. All ten of the welding students earned cirtificates for their training in blueprint reading. The certificates will be presented to these students along with the certificates for completion of the Welding course at the time of their graduation.

TECHNICAL WRITING students participated in individual tryouts of the programmed lessons developed during the first ten months of the project, along with students in six other vocational courses. These tryouts were conducted on a one-to-one basis with the technical writing student serving as the tryout editor and the member of the other vocational course serving as the target student.

In addition to their duties as tryout editors, the students were given training in the conduct of a field test, copy reading, lesson fabrication, test construction, and basic English.

Materials Development Unit

Sixteen lessons have been subjected to individual tryout by the technical writers and members of other vocational courses and are now ready for field tests with groups outside the inmate population. Six lessons are undergoing individual tryouts within the target population.

The Materials Development Unit has been busy making revisions, printing tryout copies of programmed lessons, formulating and printing pre-and posttests, questionnaires, etc., as well as scheduling field tests with MDTA projects and trade schools in the surrounding areas. The first field tests with an outside population group were conducted in a Birmingham MDTA project. Results are included in APPENDIX A. (A calendar of field test schedules and materials to be tested and a sample copy of letters to outside population groups setting up field tests are included in APPENDIX F.) We are eagerly awaiting the results of these tests which will be included in the next progress report.

Job Development and Placement

Thirteen trainees who were paroled during this reporting period were all placed in related jobs in Alabama. Two more trainees are now eligible for parole, and placement is anticipated for them in the next few days. The following chart indicates placement of graduated trainees as of September 1, 1965:

Training Course	Graduates placed in jobs	Not Eligible for parole	Eligible, but awaiting placement
Auto Service Station Mechanic-Attendant	7	2	1
Barbering	10	0	0
Bricklaying	8	4	0
Radio-TV Repair (12 month course)	0	10 (in training)	0
Small Electric Appliance Repair	5	3	1
Technical Writing (12 month course)	1*	8 (in training)	0
Welding	5	4	0
TOTALS	36	29	2

*received early parole just prior to graduation.

Placement for graduates who are not presently eligible for parole will be accomplished as soon as they approach parole consideration. The Placement Officer continues to maintain personal contact with these graduates awaiting parole, even though they are not actively participating in the program.

Approximately 70 percent of the employers who have hired paroled trainees express an overall satisfaction with the trainee's performance on his job. Some 20 percent stated that the trainee has not been on the job long enough to allow them to render a judgment at this time. Another 10 percent are either somewhat disappointed or are completely dissatisfied with the trainee they have employed. Personality traits and involvement in personal family problems, rather than the quality of job performance, have been the source of these employers' dissatisfaction. As soon as a follow-up counselor can visit these trainee-employees and follow up with personal counseling, we hope to be able to correct some of the personal-social behaviors by giving these trainees the extra supportive services they need at this crucial time of adjustment to free society.

The Placement Officer is receiving inquiries from employers who have hired one trainee-graduate about the possibility of hiring others. In most instances, this will not be possible because of the inmates' desires to live in other communities; however, we will be able to refer future graduates to those employers located in cities or towns to which the trainees wish to return.

The parole supervisors have been very helpful in keeping the Placement Officer informed of the progress being made by parolees under their supervision. Information gathered by the Placement Officer during his visits to the parolees' homes and jobs is also furnished to the local supervisors. The close cooperation between the agencies has permitted a more immediate awareness of problems encountered by the parolees; thus, prompt action has been possible in attempting to find solutions.

Assistance is given to all trainees in obtaining licenses they will need when they are released. We have obtained social security cards for those parolees who either did not have cards or who had lost them. Driving licenses have been obtained for some parolees whose licenses had expired. Applications have been submitted for social security cards for the inmates presently in training.

Project personnel continue to provide the Placement Officer with job leads for placing those inmates now in training. Their contacts in the particular trade area have been helpful in securing placement for many of the present trainees. More problems have been encountered in obtaining jobs for bricklayers than in any other trade. The difficulty usually stems from the nature of the construction business whereby a contractor cannot, or will not, guarantee available work at the time the graduate is released. Since a job must be insured for the trainee graduate before he can be paroled, this situation has caused some delays in parole.

We are continuing our efforts to eliminate the restriction in 13 Alabama counties on granting barber licenses to individuals previously convicted of a felony. Since most of the larger metropolitan areas are included in these 13 counties, the elimination of such a restriction would greatly facilitate placement of barbers in the locations they generally desire.

Presentations which describe the project to various community groups continue. Most of the local parole supervisors are now thoroughly familiar with and generally enthusiastic about the program. Circuit solicitors at the annual meeting of the Alabama State Bar Association in Birmingham were responsive to a presentation made to acquaint them with the rehabilitation effort of the project. Numerous speaking engagements are being scheduled for September, October, and November--among them, the Parole Association of Alabama and the Business and Professional Women's Club.

Prior to the meeting of the Board of Directors of the Rehabilitation Research Foundation of Alabama in Mobile on August 5, the Placement Officer and the Project Director made a presentation to a group of community leaders in that city. The group included the police commissioner, the superintendent of education, the circuit court judge, the parole supervisor, and several business leaders and ministers. On this and every occasion we have received an enthusiastic response to the message we bring; our public relations program is already beginning to pay dividends.

Follow-up

The effectiveness of the vocational and educational programs at Draper Correctional Center cannot be adequately determined until parolees can be observed and evaluated in the "free-world" setting--on jobs and in further vocational and educational training. An evaluation of this type requires a systematic follow-up program whereby follow-up counselors will keep monthly contact with the paroled employees. Questionnaires and counseling interviews designed to study the parolee's job performance, industry, family relationships, on-the-job upgrading, educational advancement, personal and social problems, and other vocational and educational opportunities will furnish information to the project that will allow counselors to do the following:

1. Detect and act on any tendencies by the parolee toward recidivism
2. Help the parolee who becomes unemployed to get another job
3. Find out from the parolees' experiences what areas of the existing curriculum might be changed or amended to better help other parolees when they are released
4. Foster better acceptance by society of the parolee--particularly by employers and community groups
5. Determine how effective the vocational training and rehabilitation efforts have been
6. Investigate educational resources available to the parolee within the community where he works and lives
7. Refer the parolee to educational programs in the community
8. Share all pertinent data with penal authorities for their consideration and possible use.

Thirty-six men have been placed in jobs. Three of this number have been returned to prison--two, for violation of parole and the third, for committing another crime. In each of the three cases, the problems were those of a personal and social nature. These failures lead us to think we should have a follow-up counselor right on the job as soon as these boys are released to society.

As soon as it was possible for him to do so, our Personal Counselor visited the parolees, their employers, and their families. Some of his reports are included in APPENDIX G. Others will be included in the next progress report. In most instances, the employers were well satisfied with the parolee's job performance. The criticisms received from a few employers dealt with undesirable personal and social behavior on the part of their employee. Objections mentioned to our Counselor and Placement Officer were that their employee received too many phone calls or visits while he was on the job, that he was too involved in family problems, or that he had a tendency to be tardy. In most of the cases, the understanding employer was able to discuss the undesirable behavior with his employee and resolve the problem involved.

As the reports on the follow-up visits in APPENDIX G indicate, several of the paroled graduates have progressed rapidly in their jobs and are adjusting unusually well to their free-world setting.

We are anxious to secure a Follow-up Counselor who can visit the parolees on a monthly basis and pursue the follow-up program to its fullest intent. The Counselor would also be helpful in researching the causes for recidivism by interviewing those parolees who have returned to prison because they either violated their parole or committed additional felonies. Regardless of the quality of training the inmates receive in the Draper project, or of their ability to perform well in their jobs in free society, they must be able to KEEP THEIR JOBS before we can judge the project as successful.

Summary

After serving prison sentences at Draper Correctional Center, Elmore, Alabama, during which time they were experimental subjects in the MDTA project for training and placement, 36 youthful offenders have been paroled and placed in jobs. Six of the parolees are living and working in five other states. Those parolees working in Alabama are being visited in their homes or on their jobs by the Placement Officer and the Personal Counselor in an effort to determine the degree of success with which the parolees are adjusting to free society.

Within the training program at Draper, instructors are pleased with the excellent progress of their second group of trainees and are preparing for the graduation of 19 students from 12-month courses and 49 students from 6-month courses.

While the Vocational Counselor is recruiting and interviewing applicants for the next courses and scheduling GED tests for 14 of the present trainees, the Materials Development Unit is making final revisions to programmed lessons in preparation for field tests with different groups outside the prison population.

Administrators have invited Senator James Clark of the State Legislature to address the graduating class at their exercises on October 29. Rehabilitation Research Foundation Board and Advisory Committee members as well as state and government officials will be invited to attend the graduation exercises and the reception to follow.

Although some delays are still encountered in obtaining jobs for trainees prior to their release from prison, the Placement Officer feels these are generally not of such duration as to appreciably affect the attitude or morale of the inmates involved. We are continually hopeful that arrangements can be made for the establishment of an adequate prerelease center wherein trainees could be available prior to actual parole for personal interviews with prospective employers. This, alone, could greatly accelerate placement.

Inadequate space and time for counseling and testing continues to be a major problem. The counseling offices afford very little privacy as there are no ceilings over these offices, and the loud noises from adjacent shops make it virtually impossible to carry on normal counseling sessions. The number of students who can be handled in group testing and counseling is limited by a lack of space in the counseling area. Although classroom space would be adequate for these activities, the classrooms are constantly in use for instructional purposes. These problems are handicaps to our counselors who could save considerable time if they could test larger groups of applicants.

The Auto Service Station Mechanic-Attendant Class needs a water fountain and ventilation in their shop area, as well as a better area for washing cars. Space for appliance storage, a more varied selection of appliances on which students may practice shop theory, and the enclosure of the shop area to reduce noise from other shops are needs of the Small Electrical Appliance Repair Class.

Plans for the next reporting period include the following:

1. Graduation of 67 trainees
2. Scheduling and conducting a prevocational training period for new applicants
3. Testing and selecting trainees for the courses which will begin November 1
4. Meeting with the Advisory Committee and Board of Directors of the Rehabilitation Research Foundation
5. Continuing placement and follow-up activities.

The longer the project is continued, the better will be the effect on the present trainees and on placement activities. The trainees who will graduate on October 29 are confident that they will be placed in jobs. Since more and more trainees are being placed during each reporting period and employers are generally pleased with their performance, references to other employers for trainees yet to be placed are readily obtained.

It is important that we secure the part-time services of another Clinical Psychologist and the full-time services of a Follow-up Counselor and a Writer in order that we may avoid losing ground in those areas where their services are needed. However, no action can be taken until we learn of the decision of the Department of Labor as to the renewal of our contract.

APPENDIX A

COPY OF "MATERIALS FOR FY'66 REPORT OF THE SECRETARY UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT for FY'65

Attachments to

"Materials for FY'66 Report of the Secretary under the Manpower Development and Training Act for FY'65"

#1 - "Training Program for College Co-op Students" was included in the Second Progress Report.

#2 - Statistical Test Data (included)

#3 - Description of mathetical programming, "Mathetics," was included in the Fifth Progress Report in Appendix G.

#4 - Description of Barbering Teaching Technique (included)

#5 - Mathetical lesson, "Circuit Symbols," is not ready for release; therefore, it is not included.

#6 - Summary of results of the first field test of programmed materials (included)

#7 - Enrollment and Placement Data Chart (included)

#8 - Paper, "Use of Programmed Instruction in Vocational Education," was included in the Fourth Progress Report, Appendix D.

#9 - Follow-up results are included in APPENDIX G of this Sixth Progress Report.

#10 - Resolution passed by the State Legislature is included in APPENDIX D of this Sixth Progress Report.

#11 - Brochure, "Draper Vocational Experimental Demonstration Project," depicting "Rehabilitation in Action" may be obtained upon written request to the Project Director.

#12 - Pictures and permission for their use (not included)

Materials for FY'66 Report of the Secretary under the Manpower Development and Training Act for FY'65

Instructors

1. How many different individuals did you use as instructors in MDTA courses during FY'65? 9 . For how many sections (not projects)? 12 .

2. How many teaching assistants were used in addition to the above instructors? 13 . Pay 1 . Non-pay 12 . Explain. Community Volunteers who were experts in their field were used in connection with our personal-social (supplementary), welding, and small electrical appliance classes. They conducted seminars, lectures, demonstrations, etc., without benefit of remuneration.

3. How many other persons were used on salary basis (do not classify)? Vocational - 11 E&D - 14 .

4. Was team teaching used? Yes . If so, in how many sections? 5 .
   Were more of these used for basic education or for occupational training? Basic Education.

5. How many of the instructors have or have had two jobs (e.g., automobile mechanic during the day and teaching an MDTA class at night)? None .

6. Have you done any special training to increase the supply of available teachers? Yes . Explain. One person who began working in College Co-op Program (refer to attached paper, "Training Program for College Co-op Students") was trained to become the assistant instructor for basic education

Basic Education

1. How many persons have been enrolled in basic education courses to date? 120 .

2. What do you feel has been your degree of success in raising the educational level of trainees? In the first section of six-month courses, there was a .9 average grade placement gain between pre- and posttesting on California Achievement Tests. This gain was achieved in 192 hours of instruction.

   The second section in less time between pre- and posttests demonstrated a 1.0 average grade placement gain on Metropolitan Achievement Tests. This gain was achieved in 148 hours of instruction.

   Refer to attached statistical test data.

3. Do you have any data on achievement in the basic education courses? Yes .
   Refer to attached statistical test data.

   For Example.
   a. Level of skill tests of students before and after taking courses. See attached
      Could you give briefly some examples? Twenty out of 70 students have been recommended to take the GED (High School Equivalency) Test. Four students from the first section were successful in gaining the equivalency of a high school diploma. Sixteen students from the second section have been recommended to take the GED Test, based on their posttest achievement scores.

3. b. Length of course necessary to achieve measurable improvement in skill All of our basic education is taught by programmed instruction, a method by which each student progresses at his own rate of speed. The progress made by the Auto Service Station Mechanic-Attendant students, as well as a list of the programmed instructional materials they used during the first section of six-month courses, is included in the attached statistical test data as an example.

Other

1. Have you developed any new techniques in teaching? Yes. If so, what? "Mathetical" lessons developed in the project; an 8 mm film on barbering techniques produced by the barbering instructor and other staff members; and a step-by-step guide to hair cutting with actual size, barber's-eye-view illustrations printed on a scroll and mounted on a roller allowing the student to view the instruction at the same time he is cutting hair. Descriptions of two of these new teaching techniques are attached. Our plans are to further synchronize the mathetical lessons we have now developed with audio-visuals, all of which can be adapted for use with a computer. We have submitted a proposal to the Vocational Education Department for a research grant to experiment with and demonstrate this computer assisted instruction technique.

2. Are there any noteworthy programs that would interest the Congress? Yes If so, what are they? The enclosed mathetical lesson, "Circuit Symbols," is an example of the programmed instructional materials being developed by our technical writers. A summary of the results of the first field test of these materials is attached. Fifteen lessons will have been field-tested by October. Ten lessons are in the process of development. Twelve additional lessons are tentatively scheduled.

3. Do you have any published or unpublished reports or memoranda that are evaluative in nature? Yes. If so, what are they? Statistical test data, Enrollment and Placement Data (Chart), paper, "Use of Programmed Instruction in Vocational Education," two examples of follow-up visit results, and a resolution passed by the Alabama State Legislature.

Any pictures of programs in operation that could be used, together with written permission to use the pictures? Yes, refer to attached brochure and permission.

STATISTICAL TEST DATA

DRAPER CORRECTIONAL CENTER
COMPARATIVE TEST DATA OF CLASSES IN A VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
SECTION 1

	I							II							III						
	PRETEST DATE NOVEMBER 2, 1964 CALIFORNIA ACHIEVEMENT TEST NATIONAL GRADE PLACEMENT SCORES							POSTTEST DATE APRIL 19, 1965 CALIFORNIA ACHIEVEMENT TEST NATIONAL GRADE PLACEMENT SCORES							AVERAGE GRADE GAIN OR LOSS +Increase -Decrease						
	READ VOC.	READ COMP	MATH REAS	MATH FUND	MECH ENG	SPEL LING	TOTAL AVE.	READ VOC.	READ COMP	MATH REAS	MATH FUND	MECH ENG	SPEL LING	TOTAL AVE.	READ VOC.	READ COMP	MATH REAS	MATH FUND	MECH ENG.	SPEL LING	TOTAL AVE.
Barber	8.6	8.3	7.8	7.3	8.7	7.9	8.1	9.0	9.3	8.9	8.5	8.4	8.2	8.7	+.4	+1.0	+1.1	+1.2	-.3	+.3	+.6
Auto Mech	8.6	8.5	8.2	7.0	8.5	8.9	8.3	9.3	10.4	10.1	9.7	9.5	9.6	9.8	+.7	+1.9	+1.9	+2.7	+1.0	+.7	+1.5
Welder	7.2	8.2	7.7	6.9	6.8	6.1	7.2	8.1	8.7	8.6	8.5	8.1	6.8	8.1	+.9	+.5	+.9	+1.6	+1.3	+.7	+.9
Brick layer	7.1	7.4	7.4	7.1	6.9	6.9	7.1	7.5	7.7	8.4	8.7	7.1	7.3	7.8	+.4	+.3	+1.0	+1.6	+.2	+.4	+.7
Small Elec. Appl.	8.9	9.6	9.1	8.3	8.8	9.1	9.0	9.5	10.1	9.8	10.3	8.9	9.4	9.7	+.6	+.5	+.7	+2.0	+.1	+.3	+.7
Total All Classes	8.1	8.4	8.0	7.3	7.9	7.8	7.9	8.7	9.2	9.2	9.1	8.4	8.3	8.8	+.6	+.8	+1.2	+1.8	+.5	+.5	+.9

PROGRAMMED SELF-INSTRUCTIONAL MATERIALS USED IN REMEDIAL CLASSES
AUTO SERVICE STATION MECHANIC ATTENDANT

REMEDIAL COURSES SELF-INSTRUCTIONAL MATERIALS COMPLETED	STUDENTS										TOTAL
	A	B	C	D	E	F	G	H	I	J	
Practical Prob. Math in Automotive Trades	X	X	X	X	X		X		X		7
TEMAC Basic Math I				X							1
TEMAC Basic Math II	X										1
TEMAC Basic Math III		X									1
NIE Algebra							X	X			2
TEMAC Math Measurement		X									1
O'Mally Basic Math IV			X								1
TEMAC First Year Algebra Book I					X						1
NIE Math I							X				1
NIE Math II						X	X				2
Vocabulary Growth	X	X	X	X		X	X	X			7
Your Study Skills	X	X	X	X				X			5
David Discovers the Dictionary	X	X	X					X			4
E D L Word Clues Book G					X	X		X			3
E D L Word Clues Book H	X	X			X	X		X			5
E D L Word Clues Book I					X	X		X	X		4
E D L Word Clues Book J					X	X			X		3
E D L Word Clues Book K					X	X		X			3
E D L Word Clues Book L					X	X		X			3
E D L Word Clues Book M						X					1
Sentence Patterns C-D	X					X					2
Sentence Patterns E-F	X										1
Figures of Speech		X						X			2
CENCO Spelling Demons II			X		X		X	X			4
Capitalization C-D			X			X		X			3
Capitalization E-F						X		X			2
S R A Word Clues Book M		X									1
Verbs, Modifiers, and Pronouns			X								1
NIE English						X					1
Punctuation C-D						X					1
Punctuation E-F						X					1
Spelling Self Taught						X	X				2
T M I Spelling I							X				1
T M I Spelling II							X				1
T M I Spelling III							X				1
CENCO Spelling Demons I			X								1
Verbs, Number, and Case			X								1
UNIVOX History				X							1
Longitude and Latitude	X										1
Maps and How We Read Them	X										1
Grouping Animals	X										1
Our Solar System	X		X								2
TMI Work and Machines						X		X			2
TOTAL	12	9	11	5	9	17	10	14	3		90

CALIFORNIA
TEST DATA
SECTION 1
AUTO MECHANICS
TRAINING COURSE

Length of Course: 6 months Beginning Test Date: 11-2-64 Ending Test Date: 4-19-65

CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

STUDENT	DATE TESTED	READING VOCABULARY	READING COMPREHENSION	MATHEMATICS REASONING	MATHEMATICS FUNDAMENTALS	MECHANICS ENGLISH	SPELLING	TOTAL AVERAGE
A	*BS	7.4	7.0	7.1	6.2	7.7	8.5	7.3
	**ES	8.2	12.4	10.9	11.1	8.8	8.3	9.9
GRADE GAIN		.8	5.4	3.8	4.9	1.1	-.2	2.6
B	BS	8.2	8.0	8.4	8.1	9.0	11.5	8.9
	ES	10.0	12.4	11.4	10.5	10.9	10.3	10.9
GRADE GAIN		1.8	4.4	3.0	2.4	1.9	-1.2	2.0
C	BS	6.4	6.2	4.9	5.5	6.9	6.3	6.0
	ES	7.4	8.0	7.7	6.5	6.7	7.5	7.8
GRADE GAIN		1.0	1.8	2.8	1.0	-0.2	1.2	1.8
D	BS	9.4	8.9	7.4	6.9	7.8	8.8	8.2
	ES	9.2	10.2	10.9	10.5	8.6	9.6	9.9
GRADE GAIN		-.2	1.3	3.5	3.6	.8	.8	1.7
E	BS	13.3	12.1	11.3	9.0	10.4	11.9	11.3
	ES	12.7	13.2	12.6	11.6	12.6	14.7	12.9
GRADE GAIN		-.6	1.1	1.3	2.6	2.2	2.8	1.6
F	BS	7.2	7.1	8.1	7.4	8.9	8.0	7.8
	ES	9.6	8.9	8.3	9.0	10.4	10.0	9.3
GRADE GAIN		2.4	1.8	.2	1.6	1.5	2.0	1.5
G	BS	7.0	9.2	8.8	5.4	8.8	8.5	7.9
	ES	6.1	9.8	9.5	9.9	8.8	8.8	8.8
GRADE GAIN		-.9	.6	.7	4.5	.0	.3	.9
H	BS	9.0	8.0	9.0	7.4	8.5	7.9	8.3
	ES	9.2	8.8	9.5	0.1	9.4	7.5	9.1
GRADE GAIN		.2	.8	.5	2.7	.9	.4	.8
I	BS	9.7	9.6	8.7	7.3	8.6	9.4	8.9
	ES	11.1	10.2	9.5	7.9	9.3	9.2	9.5
GRADE GAIN		1.4	.6	.8	.6	.7	-.2	.6
J	BS							
	ES							
GRADE GAIN								
CLASS GRADE GAIN		.7	1.9	1.9	2.7	1.0	.7	1.5

* Beginning of Course Scores
** Ending of Course Scores

Note: This class spent a total of 192 hours in remedial class work. All students learn through Programmed Self-Instructional Material. Students are in Basic Education classes two hours a day, four days per week for 24 weeks.

CALIFORNIA
TEST DATA
SECTION 1
BARBERING

TRAINING COURSE

Length of Course: 6 Months Beginning Test Date: [illegible] Ending Test Date: [illegible]

CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

STU-DENT	DATE TESTED	READING VOCBULA-LARY	READING COMPRE-HENSION	MATHEMATICS REASONING	MATHEMATICS FUNDA-MENTALS	MECHANICS ENGLISH	SPEL-LING	TOTAL AVERAGE
A	* BS	8.8	8.5	7.6	7.7	8.4	8.8	8.3
	** ES	10.7	10.2	9.7	8.8	8.1	10.0	9.6
GRADE GAIN		1.9	1.7	2.1	1.1	-.3	1.2	[illegible].3
	BS	10.4	9.4	9.5	9.5	12.6	9.8	10.2
B	ES	12.3	12.0	8.9	11.6	12.5	10.5	11.3
GRADE GAIN		1.9	2.6	-.6	2.1	-.1	.7	1.1
	BS	6.3	5.7	5.6	5.3	7.9	6.0	6.1
C	ES	7.3	7.7	7.9	7.2	6.8	5.1	7.0
GRADE GAIN		1.0	2.0	2.3	1.9	-1.1	-.9	.9
	BS	8.0	7.7	6.8	5.4	6.5	6.4	6.8
D	ES	7.5	7.9	8.6	6.9	6.3	7.9	7.5
GRADE GAIN		-.5	.2	1.8	1.5	-.2	1.5	.7
	BS	9.6	8.5	8.5	8.2	8.0	10.6	8.9
E	ES	8.2	10.3	9.9	9.5	7.5	10.9	9.4
GRADE GAIN		-1.4	1.8	1.4	1.3	-.5	.3	.5
	BS	9.6	8.1	8.7	7.7	10.7	8.1	8.8
F	ES	10.7	9.4	9.3	8.7	10.0	7.9	9.3
GRADE GAIN		1.1	1.3	.6	1.0	-.7	-.2	.5
	BS	8.4	10.3	7.7	7.6	8.4	4.8	7.9
G	ES	9.4	9.9	8.7	7.3	7.6	6.5	8.2
GRADE GAIN		1.0	-.4	1.0	-.3	.8	1.7	.3
	BS	7.2	8.0	7.2	7.4	8.4	8.3	7.7
H	ES	7.4	7.5	8.6	8.1	7.7	7.9	7.8
GRADE GAIN		.2	-.5	1.4	.7	-.7	-.4	.1
	BS	9.4	8.6	8.3	7.5	7.7	8.6	8.4
I	ES	7.9	9.1	8.3	8.3	9.4	7.5	8.4
GRADE GAIN		-1.3	.5	.0	.8	1.4	-1.1	.0
	BS							
J	ES							
GRADE GAIN								
CLASS GRADE GAIN		.4	1.0	1.1	1.2	-.3	.3	.6

* Beginning of Course Scores
** Ending of Course Scores

Note: This class spent a total of 192 hours in remedial class work. All students learn through Programmed Self-Instructional Material. Students are in Basic Education classes two hours a day, four days per week for 24 weeks.

CALIFORNIA
TEST DATA
SECTION 1
BRICKLAYING
TRAINING COURSE

Length of Course: six months Beginning Test Date: 11-2-64 Ending Test Date: 4-19-65

CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

STUDENT	DATE TESTED	READING VOCABULARY	READING COMPREHENSION	MATHEMATICS REASONING	MATHEMATICS FUNDAMENTALS	MECHANICS ENGLISH	SPELLING	TOTAL AVERAGE
A	* BS	7.4	8.0	8.7	7.9	6.8	5.1	7.3
	** ES	8.8	9.9	9.1	11.3	6.8	6.5	8.7
GRADE GAIN		1.4	1.9	.4	2.4	.0	1.4	1.4
B	BS	9.2	10.1	8.9	9.9	8.4	9.4	9.3
	ES	10.2	10.2	10.5	12.3	9.1	10.0	10.4
GRADE GAIN		1.0	.1	1.6	2.4	.7	.6	1.1
C	BS	7.0	7.3	4.5	4.9	7.2	4.0	5.8
	ES	8.0	6.7	8.6	6.5	6.0	5.1	6.8
GRADE GAIN		1.0	-.6	4.1	1.6	-1.2	-1.1	1.0
D	BS	7.0	7.9	7.4	7.0	7.6	7.0	7.3
	ES	6.4	7.7	8.6	9.7	9.1	7.5	8.1
GRADE GAIN		-.6	-.2	1.2	2.7	1.5	.5	.8
E	BS	7.7	7.5	6.4	5.7	8.9	8.8	7.5
	ES	9.0	8.5	8.5	7.5	8.5	7.5	8.2
GRADE GAIN		1.3	1.0	2.1	1.8	-.4	-1.3	.7
F	BS	6.7	6.7	7.4	5.8	4.0	5.8	6.0
	ES	6.5	6.7	6.0	5.0	5.2	9.5	6.5
GRADE GAIN		-.2	.0	-1.4	-.8	-1.2	3.7	.5
G	BS	8.2	8.4	8.3	6.9	8.1	10.0	8.3
	ES	7.2	8.2	9.1	10.2	8.8	9.6	8.8
GRADE GAIN		-1.0	-.2	.8	3.3	.7	-.4	.5
H	BS	6.7	6.7	7.9	9.6	6.8	8.5	7.6
	ES	7.7	7.3	9.3	8.7	7.7	7.9	8.1
GRADE GAIN		1.0	1.1	1.4	-.9	.9	-.6	.5
I	BS	6.7	5.3	7.1	7.1	6.8	5.9	6.5
	ES	7.0	4.6	6.0	8.2	6.1	5.1	6.2
GRADE GAIN		.3	-.7	-1.1	1.1	-.7	-.8	-.3
J	BS	4.3	6.9	7.1	6.9	5.1	4.8	5.8
	BS	4.0	7.0	7.9	7.2	4.0	4.0	5.7
GRADE GAIN		-.3	.1	.8	.3	-1.1	-.8	-.1
CLASS GRADE GAIN		.4	.3	1.0	1.6	.2	.4	.7

* Beginning of Course Scores
** Ending of Course Scores

Note: This class spent a total of 192 hours in remedial class work. All students learn through Programmed Self-Instructional Material. Students are in Basic Education classes two hours a day, four days per week for 24 weeks.

CALIFORNIA
TEST DATA
SECTION 1

SMALL ELECTRIC (SEAR) APPLIANCE REPAIR
TRAINING COURSE

Length of Course: 6 months Beginning Test Date: 11-2-64 Ending Test Date: 4-19-65

CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

STU-DENT	DATE TESTED	READING VOCABU-LARY	READING COMPRE-HENSION	MATHEMATICS REASONING	MATHEMATICS FUNDA-MENTALS	MECHANICS ENGLISH	SPEL-ING	TOTAL AVERAGE
A	*BS	11.3	11.8	9.4	8.4	10.6	10.1	10.3
	**ES	12.3	11.8	12.9	13.2	12.5	12.5	12.5
GRADE GAIN		1.0	.0	3.5	4.8	1.9	2.4	2.2
B	BS	8.0	10.2	8.8	8.5	9.8	10.6	9.3
	ES	10.2	11.6	11.2	11.1	10.0	11.3	10.9
GRADE GAIN		3.2	1.4	2.4	2.6	.2	.7	1.6
C	BS	8.9	8.3	8.7	7.5	8.0	9.4	8.5
	ES	10.0	9.8	10.7	11.0	8.2	9.2	9.8
GRADE GAIN		1.1	1.5	2.0	3.5	.2	-.2	1.3
D	BS	5.6	6.3	6.9	6.2	6.5	7.7	6.5
	ES	7.5	7.0	7.0	7.3	6.3	7.2	7.0
GRADE GAIN		1.9	.7	.1	1.1	-.2	-.5	.5
E	BS	13.8	13.1	14.8	14.2	13.8	10.1	13.3
	ES	12.1	14.2	14.4	14.6	13.4	14.3	13.8
GRADE GAIN		-1.7	1.1	-.4	+.4	-.4	4.2	.5
F	BS	6.7	8.6	7.6	6.7	6.2	7.6	7.2
	ES	7.7	9.4	6.0	7.7	6.5	7.5	7.5
GRADE GAIN		1.0	.8	-1.6	1.0	.3	-.1	.3
G	BS	8.8	9.9	9.5	7.5	8.9	8.7	8.9
	ES	9.2	10.3	9.5	9.0	8.5	9.2	9.3
GRADE GAIN		.4	.4	.0	1.5	-.4	.5	.4
H	BS	8.5	10.7	9.5	9.2	8.4	8.8	9.2
	ES	8.4	9.5	10.1	11.6	7.8	6.0	8.9
GRADE GAIN		-.1	-1.2	.6	2.4	-.6	-2.8	-.3
I	BS	9.0	8.1	6.8	6.7	6.9	9.2	7.8
	ES	8.2	7.8	6.6	6.9	6.5	7.8	7.3
GRADE GAIN		-.8	-.3	-.2	.2	-.4	-1.4	-.5
J	BS							
	ES							
GRADE GAIN								
CLASS GRADE GAIN		.6	.5	.7	2.0	.1	.3	7

* Beginning of Course Scores
** Ending of Course Scores

Note: This class spent a total of 192 hours in remedial class work. all students learn through Programmed Self-Instructional Material. Students are in Basic Education classes two hours a day, four days per week for 24 weeks.

CALIFORNIA
TEST DATA
SECTION 1

WELDING
TRAINING COURSE

Length of Course: 6 months Beginning Test Date: 11-2-64 Ending Test Date: 4-19-65

CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

STU-DENT	DATE TESTED	READING VOCABU-LARY	READING COMPRE-HENSION	MATHEMATICS REASONING	MATHEMATICS FUNDAMENTALS	MECHANICS ENGLISH	SPEL-LING	TOTAL AVERAGE
A	*BS	4.7	5.3	5.5	6.6	4.0	3.8	5.0
	**ES	6.0	7.7	7.4	10.1	7.3	5.4	7.3
GRADE GAIN		1.3	2.4	1.9	3.5	3.3	1.6	2.3
B	BS	6.4	6.9	7.4	7.0	6.8	6.2	6.8
	ES	7.7	6.2	8.5	6.9	6.9	7 9	7.4
GRADE GAIN		1.3	-.7	1.1	-.1	.1	1.7	1.4
C	BS	9.3	9.8	8.0	7.3	7.7	4.9	7.8
	ES	9.2	10.5	10.3	8.4	8.4	7.9	9.1
GRADE GAIN		-.1	.7	2.3	1.1	.7	3.0	1.3
D	BS	7.2	9.6	7.2	5.9	8.9	7.2	7.7
	ES	9.0	10.2	8.0	8.5	8.9	7.5	8.7
GRADE GAIN		1.8	.6	.8	2.6	.0	.3	1.0
E	BS	9.8	9.4	10.1	7.5	6.5	9.6	8.8
	ES	10.8	10.7	9.7	10.1	8.4	8.3	9.7
GRADE GAIN		1.0	1.3	-.4	2.6	1.9	-1.3	.9
F	BS	4.6	7.1	6.6	6.5	5 6	4.4	5.8
	ES	4.9	7.5	7.6	7.3	7.4	4.0	6.5
GRADE GAIN		.3	.4	1 0	.8	1.8	- 4	.7
G	BS	7 6	7.4	8 6	7 7	8.5	6.9	7.8
	ES	7.8	7.8	8.5	8 8	9 0	7 5	8 2
GRADE GAIN		.2	.4	-.1	1.1	.5	.6	.4
H	BS	7.8	10.5	8.5	7.4	6.9	6.4	7 9
	ES	9 0	8.6	8.8	9.0	8.1	6.0	8 3
GRADE GAIN		1.2	1.9	.3	1.6	1.2	-.4	.4
I	BS							
	ES							
GRADE GAIN								
J	BS							
	ES							
GRADE GAIN								
CLASS GRADE GAIN		.9	.5	.9	1.6	1.3	7	9

* Beginning of Course Scores
** Ending of Course Scores

Note: This class spent a total of 192 hours in remedial class work All students learn through Programmed Self-Instructional Material. Students are in Basic Education classes two hours a day, four days per week for 24 weeks.

DRAPER CORRECTIONAL CENTER
COMPARATIVE TEST DATA OF CLASSES IN A VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT

SECTION 2

METROPOLITAN ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

PRETEST DATE: May 17, 1965 POSTTEST DATE: September 15, 1965

CLASS	TEST DATE	WORD KNOW LEDGE	READ ING	SPELL ING	TOTAL LANG.	LANG STUDY SKILLS	MATH COMP.	MATH REAS ONING	TOTAL AVE
Barber	Pretest	8.8	9.1	8.7	7.1	7.2	7.5	8.5	8.1
	Posttest	9.4	9.3	9.3	8.2	9.0	9.1	9.0	9.0
	Ave. Grade Gain	.6	.2	.6	1.1	1.8	1.6	.5	.9
Auto Service Sta. Mech.-Attendant	Pretest	7.8	7.5	7.8	6.3	6.1	6.8	7.2	7.0
	Posttest	8.2	7.8	8.4	6.9	8.4	8.0	8.1	8.0
	Ave. Grade Gain	.4	.3	.6	.6	2.3	1.2	.9	1.0
Welder	Pretest	9.0	8.4	8.4	7.3	7.3	7.3	8.2	8.0
	Posttest	10.0	8.2	9.4	8.5	8.3	8.6	9.4	9.0
	Ave. Grade Gain	1.0	-.2	1.0	1.2	1.0	1.3	1.2	1.0
Small Electric Appl. Repairman	Pretest	8.7	8.4	7.5	7.3	7.8	8.2	8.7	8.1
	Posttest	9.8	8.6	8.1	7.9	9.2	9.7	10.6	9.1
	Ave. Grade Gain	1.1	.2	.6	.6	1.4	1.5	1.9	1.0
Bricklayer	Pretest	9.3	9.0	8.1	6.9	7.5	7.4	8.0	8.0
	Posttest	9.3	8.8	9.4	8.0	8.2	8.9	9.4	8.9
	Ave. Grade Gain	.0	-.2	1.3	1.1	.7	1.5	1.4	.9
TOTAL AVERAGE ALL SIX MONTHS CLASSES	Pretest	8.7	8.5	8.1	7.0	7.2	7.4	8.1	7.8
	Posttest	9.3	8.5	8.9	7.9	8.6	8.9	9.3	8.8
	Ave. Grade Gain	.6	.0	.8	.9	1.4	1.5	1.2	1.0

METROPOLITAN
TEST DATA

Auto Service (ASSMA) Station Mechanic-Attendant
TRAINING COURSE

Section: 2
Length of Course: 6 months Pretest Date: 5/17/65 Posttest Date: 9/17/65

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT		WORD KNOW-LEDGE	READ-ING	SPELL-ING	TOTAL LAN-GUAGE	LANG. STUDY SKILLS	MATH COMP.	MATH REASON-ING	TOTAL AVERAGE
A	* BS	5.5	5.7	5.7	5.1	4.8	5.2	6.4	+5.5
	** ES	5.8	7.3	6.5	7.1	10.1	7.1	7.5	7.3
GRADE GAIN		+.3	+1.6	+.8	+2.0	+5.3	+1.9	+1.1	+1.8
B	BS	9.7	7.7	6.0	6.1	10.6	7.4	7.2	+7.8
	ES	9.7	11.6	8.1	7.1	9.4	10.4	7.8	9.2
GRADE GAIN		-	+3.9	+2.1	+1.0	-1.2	+3.0	+.6	+1.4
C	BS	10.5	9.7	11.6	6.1	5.3	6.9	7.7	+8.2
	ES	10.2	8.7	12.5	8.7	10.1	7.6	8.5	9.5
GRADE GAIN		-.3	-1.0	+.9	+2.6	+4.8	+.7	+.8	+1.3
D	BS	6.9	5.9	5.9	7.1	3.3	6.6	7.1	+6.1
	ES	8.1	5.4	6.5	5.7	8.0	9.3	7.7	7.3
GRADE GAIN		+1.2	-.5	+.6	-1.4	+4.7	+2.7	+.6	+1.2
E	BS	5.7	6.1	3.0	4.4	4.0	5.8	6.4	5.1
	ES	5.6	5.7	5.1	5.5	5.6	8.5	7.5	6.1
GRADE GAIN		-.1	-.4	+2.1	+1.1	+1.6	+2.7	+1.1	+1.0
F	BS	12.1	9.9	11.4	7.7	7.0	5.2	6.2	8.1
	ES	11.7	10.8	11.6	8.2	8.6	5.6	6.4	9.0
GRADE GAIN		-.4	+.9	+.2	+.5	+1.6	+.4	+.2	+.9
G	BS	11.8	11.6	10.7	9.1	7.4	10.5	9.3	9.9
	ES	12.0	9.9	10.8	9.9	11.1	10.5	11.0	10.7
GRADE GAIN		+.2	-1.7	+.1	+.8	+3.7	-	+1.7	+.8
H	BS	6.3	8.5	8.5	6.6	8.0	7.5	9.3	7.9
	ES	8.1	8.5	10.0	6.7	7.0	8.7	10.3	8.5
GRADE GAIN		+1.8	-	+1.5	+.1	-1.0	+1.2	+1.0	+.6
I	BS	3.6	4.0	7.3	5.1	2.9	6.7	6.4	5.2
	ES	4.8	5.3	5.7	4.2	6.2	6.4	6.4	5.6
GRADE GAIN		+1.2	+1.3	-1.6	-.9	+3.3	-.3	-	+.4
J	BS	5.8	6.3	7.8	5.5	7.4	5.8	6.0	6.3
	ES	6.4	5.3	8.2	5.5	7.4	6.2	7.8	6.7
GRADE GAIN		+.6	-1.0	+.4	-	-	+.4	+1.8	+.4
CLASS GRADE GAIN		+.5	+.3	+.7	+.6	+2.3	+1.3	+.9	+.7

* Beginning of Course Scores - Form AM
** Ending of Course Scores - Form BM

Note: This class spent a total of 136 hours in remedial class work. All students learn through Programmed Self-Instructional Material. Students attended Basic Education classes two hours a day, four days per week for 17 weeks between pretesting and posttesting.

METROPOLITAN TEST DATA

BARBER TRAINING COURSE

Section: 2
Length of Course: 6 **months** **Pretest Date:** 5/17/65 **Posttest Date:** 9/17/65

METROPOLITAN ACHIEVEMENT TEST SCORES GRADE PLACEMENT

STUDENT		WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	LANG. STUDY SKILLS	MATH COMP.	MATH REASONING	TOTAL AVERAGE
A	* BS	11.7	12.2	7.8	4.4	8.0	8.8	11.5	9.2
	** ES	11.8	11.9	10.3	10.2	11.6	11.5	11.5	11.3
GRADE GAIN		+.1	-.3	+2.5	+5.8	+3.6	+2.7	—	+2.1
B	BS	11.0	12.5	9.4	8.1	11.4	8.8	11.5	10.4
	ES	11.5	11.9	9.6	11.3	11.8	12.5	11.7	11.5
GRADE GAIN		+.5	-.6	+.2	+3.2	+.4	+3.7	+.2	+1.1
C	BS	5.5	2.6	8.5	5.9	2.0	5.8	5.6	5.1
	ES	6.0	5.3	9.6	5.5	4.5	6.4	6.8	6.2
GRADE GAIN		+.5	+2.7	+1.1	-.4	+2.5	+.6	+1.2	+1.1
D	BS	10.5	8.3	9.6	8.7	7.0	7.2	7.5	8.4
	ES	11.0	8.7	9.4	7.9	11.6	10.4	8.6	9.5
GRADE GAIN		+.5	+.4	-.2	-.8	+4.6	+3.2	+1.1	1.1
E	BS	6.5	9.9	8.7	7.7	4.8	6.9	7.0	7.3
	ES	7.1	11.2	8.8	7.3	8.0	8.0	7.9	8.3
GRADE GAIN		+.6	+1.3	+.1	-.4	+3.2	+1.1	+.9	+1.0
F	BS	4.1	5.7	4.6	3.3	2.9	4.6	5.9	4.4
	ES	5.3	4.2	5.1	4.6	4.5	5.0	6.2	5.0
GRADE GAIN		+1.2	-1.5	+.5	+1.3	+1.6	+.4	+.3	+.6
G	BS	10.2	10.3	11.2	10.4	10.6	10.4	11.0	10.6
	ES	11.4	9.9	10.7	10.7	11.6	11.7	11.5	11.1
GRADE GAIN		+1.2	-.4	-.5	+.3	+1.0	+1.3	+.5	+.5
H	BS	11.2	11.2	9.8	8.1	11.1	7.4	8.5	9.6
	ES	11.2	11.7	10.8	7.8	8.6	8.0	7.9	9.4
GRADE GAIN		—	+.5	+1.0	-.3	-2.5	+.6	-.6	-.2
I	BS								
	ES								
GRADE GAIN									
J	BS								
	ES								
GRADE GAIN									
CLASS GRADE GAIN		+.6	+.1	+.6	+1.1	+1.8	+1.7	+.5	+.9

* Beginning of Course Scores - Form AM
** Ending of Course Scores - Form BM

Note: This class spent a total of 136 hours in remedial class work. All students learn through Programmed Self-Instructional Material. Students attended Basic Education classes two hours a day, four days per week for 17 weeks between pretesting and posttesting.

METROPOLITAN
TEST DATA

Bricklaying
TRAINING COURSE

Section: 2
Length of Course: 6 months
Pretest Date: 5/17/65
Posttest Date: 10/29/65

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT		WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	LANG. STUDY SKILLS	MATH COMP.	MATH REASONING	TOTAL AVERAGE
A	* BS	7.1	5.9	7.1	8.1	7.4	6.0	7.0	6.8
	** ES	7.6	5.7	9.4	9.5	8.0	11.5	8.3	8.8
GRADE GAIN		+.5	-.2	+2.3	+1.4	+.6	+5.5	+1.3	+2.0
B	BS	9.9	8.3	9.0	7.0	5.3	7.6	8.3	7.9
	ES	8.3	9.2	9.4	8.6	5.6	10.3	11.3	9.0
GRADE GAIN		-1.6	+.9	+.4	+1.6	+.3	+3.2	+3.0	+1.1
C	BS	10.1	8.5	10.3	7.9	6.2	7.1	7.0	8.2
	ES	9.7	9.9	12.5	9.1	8.6	7.1	8.1	9.3
GRADE GAIN		-.4	+1.4	+2.2	+1.2	+2.4	--	+1.1	+1.1
D	BS	11.2	10.8	10.7	8.3	11.1	9.9	9.9	10.2
	ES	12.3	11.7	11.4	9.5	11.1	10.5	11.5	11.1
GRADE GAIN		+1.1	+.9	+.7	+1.2	--	+.6	+1.6	+.9
E	BS	11.8	12.5	6.5	7.8	8.6	6.4	8.1	8.8
	ES	11.8	11.2	7.6	9.5	10.1	7.2	10.3	9.7
GRADE GAIN		--	-1.3	+1.1	+1.7	+1.5	+1.8	+2.2	+.9
F	BS	6.5	8.3	5.9	6.1	7.4	6.7	7.0	6.8
	ES	6.5	7.3	8.7	7.5	6.6	8.3	7.9	7.5
GRADE GAIN		--	-1.0	+2.8	+1.4	-.8	+1.6	+.9	+.7
G	BS	12.0	10.3	10.3	7.0	7.4	10.8	10.4	9.7
	ES	11.5	10.3	10.3	9.6	9.4	9.9	10.6	10.2
GRADE GAIN		-.5	--	--	+2.6	+2.0	-.9	+.2	+.5
H	BS	12.6	11.2	11.2	9.5	11.1	8.8	10.4	10.7
	ES	12.8	11.2	12.5	8.6	11.4	9.9	11.3	11.1
GRADE GAIN		+.2	--	+1.3	-.9	+.3	+1.1	+.9	+.4
I	BS	6.7	8.0	5.1	4.7	6.6	6.2	6.4	6.1
	ES	6.5	5.5	6.0	5.7	5.6	7.2	8.3	6.4
GRADE GAIN		-.2	-2.5	+.9	+1.0	-1.0	+1.0	+1.9	+.3
J	BS	5.2	5.9	4.8	3.2	4.8	5.1	6.0	5.5
	ES	5.5	5.1	5.7	4.4	5.6	6.7	7.3	5.8
GRADE GAIN		+.3	-.8	+.9	+1.2	+.8	+1.6	+1.3	+.3
CLASS GRADE GAIN		-.1	-.2	+1.3	+1.2	+.6	+1.5	+1.4	+.8

* Beginning of Course Scores - Form AM
** Ending of Course Scores - Form BM

Note: This class spent a total of 170 hours in remedial class work.
All students learn through Programmed Self-Instructional Material.
Students attended Basic Education Classes two hours a day, five days per week for 17 weeks between pretesting and posttesting.

METROPOLITAN
TEST DATA

Small Electric Appliance Repair
TRAINING COURSE

Section: 2
Length of Course: 6 months Pretest Date: 5/17/65 Posttest Date: 9/17/65

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT		WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	LANG. STUDY SKILLS	MATH COMP.	MATH REASONING	TOTAL AVERAGE
A	* BS	11.5	9.2	7.3	4.8	4.5	10.4	10.4	8.3
	** ES	12.3	11.7	8.1	9.1	11.6	11.7	12.1	11.0
	GRADE GAIN	+.8	+2.5	+.8	+4.3	+7.1	+1.3	+1.7	+2.7
B	BS	6.9	6.6	7.6	5.7	2.2	5.6	6.8	5.9
	ES	9.7	6.8	10.7	5.1	6.6	6.1	7.9	7.4
	GRADE GAIN	+2.8	+.2	+3.1	-.6	+4.4	+.5	+1.1	+1.5
C	BS	10.1	9.7	5.5	7.7	10.1	7.1	9.2	8.5
	ES	11.0	9.7	6.0	8.7	11.1	10.8	10.6	9.7
	GRADE GAIN	+.9	-	+.5	+1.0	+1.0	+3.7	+1.4	+1.2
D	BS	6.0	5.9	7.6	8.9	8.0	8.8	9.8	7.8
	ES	8.1	8.7	6.5	8.5	8.6	8.8	11.3	8.6
	GRADE GAIN	+2.1	+2.8	-.9	-.4	+.6	-	+1.5	+.8
E	BS	11.2	12.2	10.7	9.9	11.8	11.0	11.9	11.2
	ES	12.3	12.2	11.6	11.3	11.6	12.9	12.1	12.0
	GRADE GAIN	+1.1	-	+.9	+1.4	-.2	+1.9	+.2	+.8
F	BS	9.9	8.7	8.5	8.9	8.0	9.9	9.2	9.0
	ES	10.5	9.7	9.8	9.3	7.4	9.9	11.7	9.8
	GRADE GAIN	+.6	+1.0	+1.3	+.4	-.6	-	+2.5	+.8
G	BS	5.1	3.5	5.7	4.7	5.6	6.5	5.0	5.2
	ES	5.3	4.2	4.0	4.8	4.8	7.9	9.4	5.8
	GRADE GAIN	+.2	+.7	-1.7	+.1	-.8	+1.4	+4.4	+.6
H	BS	9.7	11.6	5.7	6.2	10.6	6.5	7.9	8.3
	ES	10.2	8.7	6.8	5.5	10.6	11.0	9.8	8.8
	GRADE GAIN	+.5	-2.9	+1.1	-.7	-	+4.5	+1.9	+.5
I	BS	8.1	8.0	9.0	9.1	9.4	8.3	8.2	8.7
	ES	9.2	6.6	9.0	9.1	10.6	8.5	10.3	9.0
	GRADE GAIN	+1.1	-1.4	-	-	+1.2	+.2	+2.1	+.3
J	BS								
	ES								
	GRADE GAIN								
CLASS GRADE GAIN		+1.1	+.3	+.6	+.6	+1.4	+1.5	+1.9	+1.0

* Beginning of Course Scores - Form AM
** Ending of Course Scores - Form BM

Note: This class spent a total of 136 hours in remedial class work. All students learn through Programmed Self-Instructional Material. Students attended Basic Education classes two hours a day, four days per week for 17 weeks between pretesting and posttesting.

METROPOLITAN
TEST DATA

WELDING
TRAINING COURSE

Section: 2
Length of Course: 6 months Pretest Date: 5/17/65 Posttest Date: 9/15/65

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT		WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	LANG. STUDY SKILLS	MATH COMP.	MATH REASONING	TOTAL AVERAGE
A	* BS	11.0	12.2	7.6	6.4	7.0	7.2	8.5	8.5
	** ES	12.6	11.6	10.0	7.1	10.6	9.9	11.5	10.5
GRADE GAIN		+2.6	-.6	+2.4	+.7	+3.6	+2.7	+3.0	+2.0
B	BS	9.2	9.9	10.0	6.2	4.8	6.4	7.6	7.4
	ES	10.8	8.3	11.2	8.3	6.6	7.7	9.9	9.0
GRADE GAIN		+1.6	-1.6	+1.2	+2.1	+1.8	+1.3	+2.3	+1.6
C	BS	10.2	8.3	8.8	8.9	7.4	6.9	9.2	8.5
	ES	10.8	9.7	10.2	8.7	8.6	9.3	10.6	9.7
GRADE GAIN		+.6	+1.4	+1.4	-.2	+1.2	+2.4	+1.4	+1.2
D	BS	10.5	8.7	6.8	5.7	10.6	6.4	7.7	8.1
	ES	11.4	8.5	7.8	9.2	10.1	7.9	9.8	9.2
GRADE GAIN		+.9	-.2	+1.0	+3.5	-.5	+1.5	+2.1	+1.1
E	BS	6.7	8.5	7.0	8.9	8.0	6.4	7.0	7.9
	ES	10.1	9.9	7.1	9.1	10.6	6.6	8.1	8.8
GRADE GAIN		+1.4	+1.4	+.1	+.2	+2.6	+.2	+1.1	+.9
F	BS	11.7	8.3	8.2	7.3	9.4	6.1	6.7	8.2
	ES	12.3	6.3	10.8	7.7	10.1	8.1	7.5	9.0
GRADE GAIN		+.6	-2.0	+2.6	+.4	+.7	+2.0	+.8	+.8
G	BS	3.1	3.5	5.7	4.2	4.8	6.1	7.0	4.7
	ES	5.8	4.0	6.0	5.4	2.4	6.9	7.0	5.4
GRADE GAIN		+2.7	+.5	+.3	+1.2	-2.4	+.8	—	+.7
H	BS	6.0	3.2	7.1	6.6	2.9	5.8	6.3	5.4
	ES	4.8	4.2	7.3	8.1	4.5	7.5	6.5	6.1
GRADE GAIN		-1.2	+1.0	+.2	+1.5	+1.6	+1.7	+.2	+.7
I	BS	10.2	9.9	11.4	7.1	7.0	10.5	10.4	9.5
	ES	9.7	8.5	10.0	10.4	8.0	10.5	11.2	9.8
GRADE GAIN		-.5	-1.4	-1.4	+3.3	1.0	—	+.8	+.3
J	BS	11.5	11.9	11.6	11.4	11.4	11.0	11.2	11.4
	ES	12.0	10.8	12.5	10.7	11.8	11.7	11.7	11.6
GRADE GAIN		+.5	-1.1	-.9	-.7	+.1	+.7	+.5	+.2
CLASS GRADE GAIN		+.9	-.2	+.7	+1.2	+1.0	+1.3	+1.2	+1.0

* Beginning of Course Scores - Form AM
** Ending of Course Scores - Form BM

Note: This class spent a total of 170 hours in remedial class work. All students learn through Programmed Self-Instructional Material. Students attended Basic Education classes two hours a day, five days per week for 17 weeks between pretesting and posttesting.

NEW TEACHING TECHNIQUES

New teaching technique:

A detailed step-by-step guide is being developed for barbering students in hair cutting. This guide with actual size barber's-eye-view illustrations will be printed on a rolled scroll, and will be mounted on a roller that will allow the student to view the instructors at the same time he is cutting hair. The guide will be number-coded with each step and arranged so that the barbering student can control the length of time and the scene he wishes to view.

The mechanism will be manually operated by the patron (simulated customer) on instructions as the student directs.

FIELD TEST DATA

MDTA Field Test Data
Birmingham

"INTRODUCTION TO ELECTRICITY"
(33 Students, MDTA Birmingham)

	RANGE	AVERAGE
TIME	40 Min. to 2 Hrs.51 Mins.	1 Hour 30 Mins.
PRETEST	0% to 91%	42%
POSTTEST	50% to 100%	91.3%

"SOLDERING"
(31 Students, MDTA Birmingham)

	RANGE	AVERAGE
TIME	29 Min. to 3 Hr.13 Min.	1 Hour 7 Mins.
PRETEST	0% to 60%	27%
POSTTEST	50% to 100%	85%

"VOM"
(32 Students, MDTA Birmingham)

	RANGE	AVERAGE
TIME	36 Min. to 2 Hr.10 Min.	1 Hour 6 Mins.
PRETEST	0% to 53.3%	14%
POSTTEST	50% to 100%	98%

"RECOGNIZING CIRCUIT SYMBOLS"

	RANGE	AVERAGE
TIME	1 Hr.49 Min. to 4 Hr.52 Min.	2 Hours 57 Mins.
PRETEST	0% to 43%	7%
POSTTEST	25% to 100%	93%

EXCERPTS FROM POST QUESTIONNAIRES

From the 81 MDTA students who tested five lessons in Birmingham, Alabama, we received the following information:

68 students would like to take more lessons like these.

52 students would like to see these lessons mixed with their regular classroom and lab instruction.

16 students would like most all of their instruction to be by these lessons.

2 students didn't think these lessons should be used in the classroom.

7 students thought the material tested was about as difficult as their regular classroom instruction.

57 students thought the material tested was easier than regular classroom instruction.

Student comments on first field tests:

"I believe I learned more from these lessons than the two weeks I've been in school. I really like the trial."

"These books explain themselves so well, that you can easily grasp what you did not know about the subject. Also the material in the books tell only the important facts that are needed."

"I enjoyed take part in thise lesson. I tried to answer all the Question, but I have never work in any firm except a Cleaner."

"I think this method of teaching is very self explenatory and it does not need any help or instruction from a teacher. All that is necessary is to follow directions."

"I enjoyed the lessons. Some instruction could have been more specific. I believe they would be helpful used with other classroom studies."

"This material is wonderful. Since it's only following directions, I think it will be a great asset to the educational world."

"You might need a proofreader (Ha!) As a whole they were constructive and of great help."

"I think that students could learn more of what they really need to know by this type of training."

"I think we should have more of the same instruction and questionnaire to do. It will help us to complete and do it correctly in least time."

"I would like to learn about electronics from these books, because I like the method of teaching."

"Keep up good work."

"I believe this method of instruction to be superior to any that I have taken. Before taking these lessons, I couldn't answer any of the questions of the pre-test; after completing the instruction lessons, I was able to answer almost every question. In my opinion, this is a wonderful and helpful way of instruction. I hope to have more of it in the future."

"The most amazing method of learning (or teaching) I have ever encountered. It's simple and easy."

"This is a most impressive method of instruction. I was somewhat puzzled as to my retention of the symbols. I found that after I had completed the Symbols lesson, some five hours later, I could identify most all I had learned. Furthermore, I could write apprx 86 of the symbols as well as identify them."

"I think the lessons should be spread out more instead of a lot of different things in one or two days."

"These test were very explicit. I should like to see how you carry them over to a field of reasoning with Math."

"I thought the lessons were excellent and would like to take a follow-up test in a week or so to see how much I comprehended."

"I liked this types of teaching along with a supervisor."

"I think that any subject we have trouble learning we should go to this method."

"I like this method of teaching. I think it is very good especially for the beginner. I am quite sure that I could learn much faster this way. Thank you."

"When perfected they should be very beneficial to everyone concerned."

"I think this is a very good system. I think a student could learn more if he went over his lesson in this manner first then in class let the instructor help you if need. I like this method better than lectures."

"Good visual teaching."

"Simply terrific way to learn. Would like to see it in Math."

POST QUESTIONNAIRE

I. What did you think?

A. _____ I would like to take more lessons like these.

B. _____ I never want to see lessons like these again.

II. How should they be used?

A. _____ I would like to see these lessons mixed with my regular classroom and lab instruction.

B. _____ I would like most all of the instruction to be by these lessons.

C. _____ I don't think these lessons should be used in the classroom

III. How difficult was this material to learn using the individualized books?

A. _____ Harder than regular classroom

B. _____ About the same as classroom

C. _____ Easier than classroom

IV. List in order the lessons you like best to least.

A. ____________________

B. ____________________

C. ____________________

D. ____________________

V. List in order from most to least the lessons you think taught you the most.

A. ____________________

B. ____________________

C. ____________________

D. ____________________

VI. My Comments:

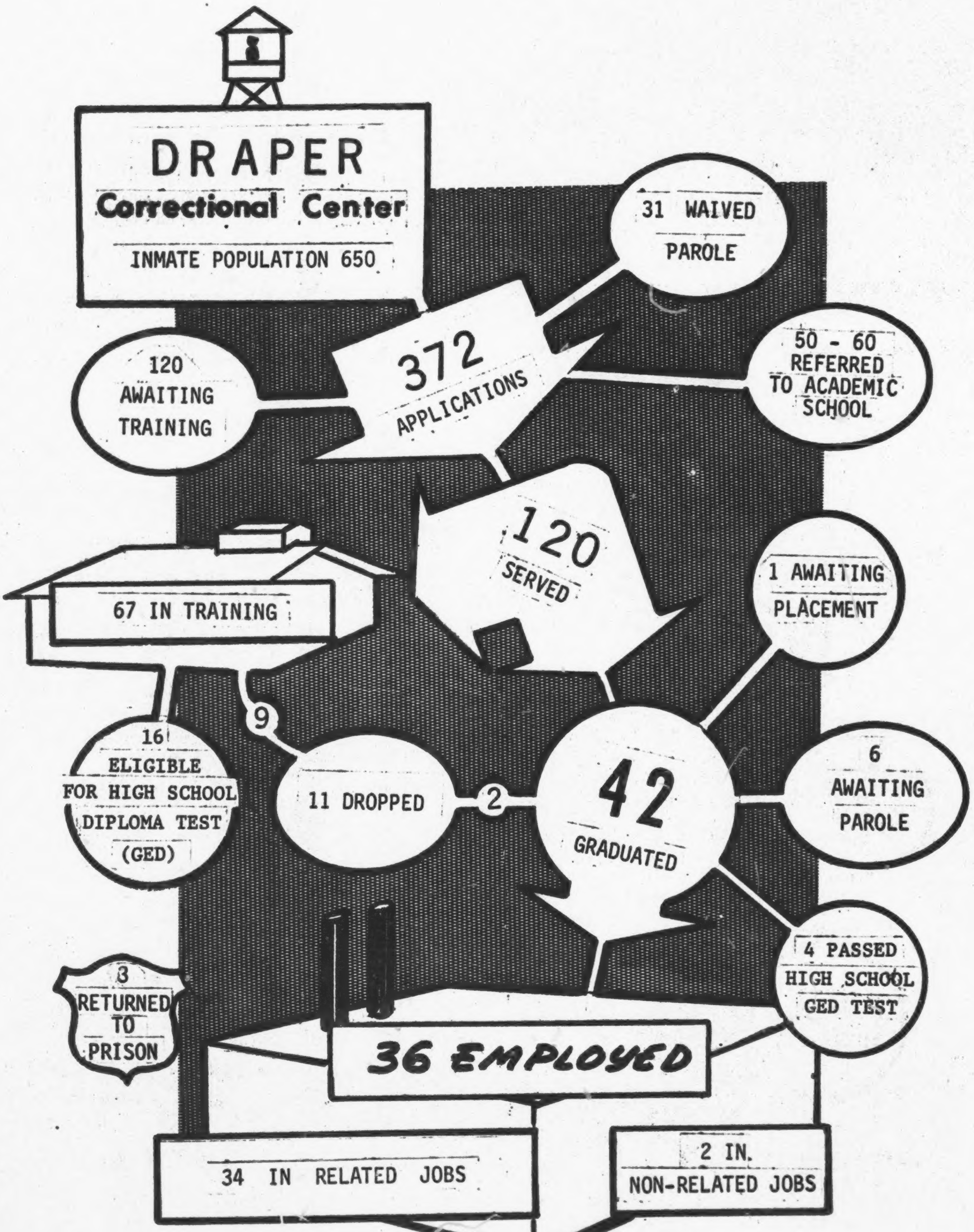
____

____

____

ENROLLMENT AND PLACEMENT DATA

(Chart)


DRAPER
Correctional Center
INMATE POPULATION 650
31 WAIVED PAROLE
372 APPLICATIONS
120 AWAITING TRAINING
50 - 60 REFERRED TO ACADEMIC SCHOOL
120 SERVED
67 IN TRAINING
1 AWAITING PLACEMENT
9
16 ELIGIBLE FOR HIGH SCHOOL DIPLOMA TEST (GED)
11 DROPPED
2
42 GRADUATED
6 AWAITING PAROLE
3 RETURNED TO PRISON
4 PASSED HIGH SCHOOL GED TEST
36 EMPLOYED
34 IN RELATED JOBS
2 IN. NON-RELATED JOBS

☆ 9 EMPLOYERS HAVE REQUESTED ADDITIONAL TRAINEES ☆

APPENDIX B

CONFERENCE REPORTS

REPORT OF THE AMERICAN MANAGEMENT ASSOCIATION CONFERENCE

The first international conference and exhibit, "The Impact of Educational Technology," was sponsored by the American Management Association July 12-16, 1965, at the Americana Hotel in New York City. This brief report of the meeting will include the following information:

1. Conference Objectives
2. Resume of Program
3. Value to Draper's MDTA Experimental-Demonstration Project

CONFERENCE OBJECTIVES

The primary goal of the conference was to provide educators an opportunity to communicate their needs and requirements to industry and to provide industry an opportunity to describe its employment needs. The conference was a significant effort to stimulate practical school-industry-government cooperation on national and local levels. It was also an excellent chance for conferees to examine and evaluate the latest educational and training tools and techniques that were featured in demonstrations, exhibits, and tours.

More specifically, the conference was designed to accomplish the following objectives, as they were listed in the program:

> "Identify and define critical problems in education, training, and retraining...
>
> "Establish the goals of education and the new demands education must fulfill--for work, for living, and for economic growth...
>
> "Show how investment pays off in education, training, and retraining...and outline new business opportunities in the knowledge industry...

"Chart practical action programs based on mutually advantageous and necessary cooperation between industry, education, and government...

"Demonstrate the new tools of the trade...what they are...their benefits and limitations...when, where, and how to use them...where and how to obtain them...

"Dramatize successful new applications of educational technology to help you profit from the experience of others...

"Introduce revolutionary breakthroughs in educational and communications technology that are changing the shape of the future...

"Help manage change by sharing 'know-how' and 'know what'...by gaining local support and action...by public relations and political action...and by training education and communications specialists."

RESUME OF PROGRAM

Registration of approximately 1500 persons for various conference events reflected a wide range of interest and needs. Ralph W. Tyler, Director of the Center for Advanced Study in the Behavioral Sciences, set the stage for those in attendance to benefit from the planned program of presentations, panel discussions, work groups, and demonstrations.

In most of the meetings, various tools and techniques of the new educational technology were demonstrated quite effectively by the speakers. One example was the keynote address, "Goals of Education. The World Challenge," which was given by Clarence B. Randall via kinescope. Transparancies used with an overhead projector, 8 and 16mm films, filmstrips, slides, tape recorders, computer assisted instruction, and other audio-visual tools were used by many of the speakers or group leaders.

The conference included panel discussions on the major educational and training issues confronting industry, government, and the academic community. Audience participation was encouraged on such pressing problems as gearing present educational and training systems to new requirements.....determining long-range goals.....financing expansion and modernization.....securing school-industry cooperation.....and exploring new ideas in education in preparation for change.

Case studies of successful applications of educational technology, such as the Social Security training system with the "loop film," were given during several sessions. Seminar, clinics, and workshops, which were held concurrently in two evening sessions, permitted an informal exchange of ideas and provided answers to direct questions in areas of special interest.

Demonstrations, exhibits, and open house allowed the conferees to see, use, compare, evaluate, and explore the benefits of the hardware, software, and services of educational and communications technology.

The luncheon speakers were leaders from the fields of education, government and industry. Because they were informative, stimulating, and entertaining, their presentations were both helpful and enjoyable.

Value to Draper's MDTA Experimental-Demonstration Project

Unfortunately, very few instructional materials for occupational training were available in the educational equipment exhibited and demonstrated. Some programmed instructional courses were on display, but not enough have been developed to justify the purchase of expensive electronic teaching aids.

Next to computer assisted instruction, the audio-visual adaptive instructional system, which was demonstrated for the first time, has the most potential for training the low-achiever, or the disadvantaged youth, who lacks the basic education necessary to learn a trade. Since the Vocational Experimental-Demonstration Project at Draper Correctional Center is dealing with many illiterate or functional illiterate offenders from economically deprived environments, it is essential to our program that we use the best and most efficient methods possible for individualized instruction. Information concerning the tools and techniques will be of value to future planning for Draper's educational programs and for the development of instructional materials that can be used in the so-called "teaching machines."

As a result of the contacts made during the conference, many requests have been received for information on the Project. On the other hand, people who attended the meeting and later requested material from us have reciprocated with very valuable materials. Because of the informative program and the contacts made, attendance at the conference was most profitable and applicable to solving problems occurring within the Project's training program.

REPORT OF THE 95TH ANNUAL CONGRESS OF CORRECTIONS

The 95th Annual Congress of Corrections, held August 22 to 26, 1965, at the Statler Hilton Hotel, Boston, Massachusetts, was attended by staff members John M. McKee, Director, and Donna Seay, Assistant Director.

President Donald Clemmer and Program Chairman Walter Dunbar and his Committee are to be congratulated for an outstanding program. National leaders, such as Nicholas B. Katzenbach, discussed information relative to the United Nations Conference, pending Federal legislation, and new trends in the correctional field. Several participants in the various work groups pointed out the developments in the past few months as definite evidence that attitudes toward correctional services are changing. Many national, state, and local officials are saying that these correctional services must be strengthened and funds must be provided.

Dr. John M. McKee, Executive Director of Rehabilitation Research Foundation, appeared on a panel to discuss current research in delinquency. He described the projects he is presently conducting at Draper Correctional Center as experimental-demonstration projects in the area of human development which include education in academic, vocational and personal-social subjects.

This program and the contacts made within the various groups has enabled me to better understand the problems involved in the rehabilitation of a criminal. Resource information obtained at the meeting will be beneficial toward future plans to improve our present operations in the field of rehabilitation.

The following agenda topics related to this OMAT project:

Current Research in Delinquency

Correction--Parole Teamwork: Why and How?

Cooperation Between Private and Public Correctional Agencies

Three Approaches to Delinquency:

a. Small Group Homes
b. Non-Residential Treatment Programs
c. Other Alternatives to Institutional Commitment

Coordinating Institutional Programs

The Citizen and the Correctional System

Poverty Program and the Correctional Field

Research Implications for the Short-Term Institution

Inter-Relation of Statistics, Program Development and Research

The Halfway House--Federal Pre-Release Guidance Centers

The Citizen and Delinquency Control

Developments Since the 1964 Arden House Conference on Correctional Manpower and Training

State Patterns for Education Programs

Correctional Education Accreditation

The Anti-Poverty Program--Community Action Programs and Delinquency Prevention Possibilities

The Youthful Offender--Personnel and Program Considerations

Continuity of Treatment as a Goal in Correction

The Role of Correctional Education in Rehabilitation

APPENDIX C

LETTER OF CONTRIBUTION

BEAR LUMBER COMPANY, INC.
LUMBER • MILLWORK • BUILDING MATERIALS
Box 2071 • Montgomery 3, Alabama • Jefferson-Perry Streets • Telephone 262-2961

August 12, 1965

Rehabilitation Research Foundation of Alabama
Draper Correctional Center
Elmore, Alabama

Attention: Mrs. Donna Seay
Assistant Director

Dear Mrs. Seay:

In recent days it has come to our attention that Draper Prison, where your very fine program for the rehabilitation of youthful offenders is being conducted, has no air conditioning. We are quite certain that with the extreme heat we are experiencing in our section of the country that this physical plant deficiency hinders and handicaps all of you in performing your worthy endeavors.

During the winter of 1965, we had occasion to replace the heating system at the central offices of Bear Lumber Co., Inc. and to install an all gas heating and cooling system. During this conversion process there was removed a relatively new Model No. 3011 Chrysler Air Temp air conditioning unit, a cooling tower pump, and a cooling tower. This equipment has been appraised as having a fair market value at the present time of $950.00 to $1,000.00.

We are pleased to donate this equipment to Rehabilitation Research Foundation and earnestly hope that its installation at Draper will be of substantial benefit to those of you engaged in this fine program.

Sincerely,

BEAR LUMBER COMPANY, INC.

Carl W. Bear

Carl W. Bear
Vice President

CWB:bs

APPENDIX D

SENATE JOINT RESOLUTION 5

SENATE JOINT RESOLUTION 5

By: Messrs. Clark, Adams, Allen, Bentley, Brannan, Carter, Cooper, Dumas, Eddins, Evans, Gilchrist, Givhan, Hammond, Hawkins, Hornsby, Horton, James, Lolley, Lowe, Mathews, McCain, McDow, Metcalf, Montgomery, Nichols, Oden, Reynolds, Roberts, Robison (Montgomery), Robison (Pickens), Shelton, Smith, Taylor, Tyson and Wilson.

WHEREAS, the Board of Corrections is currently engaged at Draper Correctional Center in an unusually promising experimental program for the rehabilitation of youthful offenders, known as the Vocational Experimental-Demonstration Project; and

WHEREAS, this program was initiated and is being conducted under a contract with the Federal Manpower Training and Development Program which will expire October 29, 1965; and

WHEREAS, among the objectives of this program are: The selection and training of a group of incarcerated, youthful offenders, who soon will be eligible for parole: their placement in jobs, after parole; the furnishing of follow-up services to them through counseling with them, their families and their employers; the providing of accredited field training experiences for college students studying guidance and training by utilizing such students in the program; and the compilation and evaluation of data to substantiate the contention that vocational training and intensive counseling can reduce the rate of recidivism; and

WHEREAS, the ground work for this program has been carefully laid, the training techniques and materials used have attracted nationwide attention and acclaim, and the accomplishments to date have been outstanding; and

WHEREAS, not enough prison inmates have yet been trained under this program to constitute a reliable sample for scientific research purposes and it is generally conceded by authorities in the field of penology that no fair measure of recidivism can be made in a period of less than three years, hence the program has not been in operation long enough to accomplish several of its main objectives; now therefore,

BE IT RESOLVED BY THE LEGISLATURE OF ALABAMA, BOTH HOUSES THEREOF CONCURRING, That the Representatives of Alabama in the House of Representatives of the United States Congress and the Senators representing Alabama in the United States Senate are hereby memorialized to interpret the need for the continuation of the Vocational Experimental-Demonstration Project at Draper Correctional Center to the appropriate officials of the federal government and to endeavor to get the contract, under which the project functions, extended so that the full potential of the program may be effectuated.

I hereby certify that the above is a true, correct and accurate copy of Senate Joint Resolution No. 5 by Messrs. Clark, Adams, Allen, Bentley, Brannan, Carter, Cooper, Dumas, Eddins, Evans, Gilchrist, Givhan, Hammond, Hawkins, Hornsby, Horton, James, Lolley, Lowe, Mathews, McCain, McDow, Metcalf, Montgomery, Nichols, Oden, Reynolds, Roberts, Robison (Montgomery), Robison (Pickens), Shelton, Smith, Taylor, Tyson and Wilson, adopted by the Legislature of Alabama on September 20, 1965.

McDowell Lee

McDowell Lee,
Secretary of Senate

APPENDIX E

NUMBER OF HOURS AND DAYS SPENT IN TRAINING

12 MONTH COURSES

	Maximum No. of Days	Days in Session
October 15, 1964	12	12
November	21	19
December	23	21
January 1965	21	20
February	20	20
March	23	23
April	22	22
May	21	21
June	22	22
July	22	21
August	22	12
September	22	21
October 15, 1965	11	11
TOTAL DAYS:	262	245
HOURS PER DAY:	8	8
TOTAL HOURS:	2096	1960

6 MONTH COURSES

1ST COURSES

November 3, 1964	20	18
December	23	21
January 1965	21	20
February	20	20
March	23	23
April	22	22
TOTAL DAYS:	129	124
HOURS PER DAY:	8	8
TOTAL HOURS:	1032	992

2ND COURSES

May	21	21
June	22	22
July	22	21
August	22	12
September	22	21
October 15, 1965	11	11
October 29, 1965	10	10
TOTAL DAYS:	130	118
HOURS PER DAY:	8	8
TOTAL HOURS:	1040	944

APPENDIX F

CALENDAR OF FIELD TEST SCHEDULES AND MATERIALS TO BE TESTED

and

SAMPLE COPY OF LETTER SETTING UP FIELD TESTS

FIELD-TEST SCHEDULE

	SCHOOL	DATE	CLASSES	LESSONS
1.	Shelton State Vocational Technical School	September 28 & 29	Radio - TV Electronics Mechanics Barbering	"Recognizing Circuit Symbols" "Servicing Carburetor Air Cleaners" "Tools and Areas of the Haircut" "Applying For a Job"
2.	Alabama School of Trades (MDTA)	October 5 & 6	All Electrical Mechanics	"Introduction to the VOM" "Recognizing Circuit Symbols" "Servicing Carburetor Air Cleaners" "Introduction to Oxy-Acetylene Cutting"
3.	Gadsden State Vocational Technical School	October 5 & 6	Bricklaying Mechanics	"Estimation of Materials"(6 books) "Mortar Mixing" "Introduction to Oxy-Acetylene Cutting"
4.	Wenonah State Technical School	October 12 & 13	All Electrical Barbering Bricklaying Mechanics	"Introduction to Electricity" "Estimation of Materials" "Recognizing Circuit Symbols" "Servicing Carburetor Air Cleaners" "Tools and Areas of the Haircut"
5.	MDTA Elks Lodge Montgomery, Alabama	October 14 & 15	Clerk-Steno	"Letter Writing" "Applying For a Job"

DIVISION OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama

September 8, 1965

Mr. James Griffin
MDTA Director
2120 7th Avenue North
Birmingham, Alabama

Dear Mr. Griffin:

The MDTA project of the Rehabilitation and Research Foundation of Alabama has prepared programmed instructional materials in several vocational areas. As part of their validation procedure, we have approved field-tests of these materials with MDTA students in the courses appropriate to the content of their programmed materials.

Staff members of the Rehabilitation and Research Foundation will be present at your project to conduct this evaluation. The field test will require two full days.

Please pay special note to the enclosed information on the structure of this procedure. The instructor in each of the areas should read the enclosures carefully and plan accordingly.

Date of field test: September 14 and 15
Classes: Electronics and Clerk - Steno.
Staff members: Mrs. Donna Seay
Mr. Joe Harless
Mr. Mike McGaulley

Thank you for your cooperation.

Sincerely,

A. E. Houk
MDTA Supervisor

enclosure

APPENDIX G

SUMMARIES OF FOLLOW-UP VISITS

Greg

My entire visit with Greg on October 1 was exhilirating. Greg is employed as a barber at the Johnson Barber Shop, and his employer, Mr. Johnson, is extremely well pleased with the work being done by this parolee. Mr. Johnson stated that Greg was a real asset to the business and that his customers were increasing every week. That a splendid relationship existed between Greg and the other barbers in the shop was apparent. I believe he has been completely accepted as one of them.

I learned, also, that Greg is an active member of the barber association of that county. Although he was quite busy and, frankly, it was difficult to find time for his questionnaire completion, Greg was extremely happy to receive a visit from a member of our project. The barber shops close on Wednesdays in the town where Greg is working. It might be helpful to schedule future visits on Wednesdays when we can find Greg operating a barber shop in his hometown, some ten or twelve miles away.

Greg lives with his mother. His income is the main source of her support--a responsibility he has been glad to accept, in fact, he has become a responsible citizen in every respect. His appearance was meticulous, and it is quite evident that he will be successful in his chosen vocation.

Albert

In spite of the fact that I aroused him from his bed, Albert was very cooperative when I visited him in his home (in Alabama) on September 24. He explained that his work shift is from 11 p.m. to 7 a.m. Albert is a graduate of our Welding Course, although he is not a parolee (he had served his sentence). Albert told me that he was employed as a welder in a nearby city of the adjoining state. His questionnaire furnished information that he was receiving $2.00 per hour for his work. He seemed to be grateful for the instruction and training he had received from the project and to appreciate the visit.

Because his employer's plant is located outside the state of Alabama, I did not visit there.

Kevin

Kevin is a graduate of the Bricklaying Course who was noted at the beginning of the project in 1964 as one of the most incorrigible inmates ever confined to Draper Correctional Center. He was visited by the Personal Counselor at the place of his employment, Quality Home Improvement Company, on September 20, 1965.

Kevin was not there. Wonderingly, I sought an interview with his employer who stated that Kevin's work with the firm was more than satisfactory. He stated that his new employee was living with his family and himself and insisted that I visit their home. This I did, and I found a model home in every respect. I saw Kevin's bedroom and a closet full of clothing. The employer's wife explained to me that her family wished to assist Kevin's family who live in an adjoining county. She stated that she, her husband, and Kevin had visited Kevin's mother (his father is an inmate of a mental hospital). She further explained that although Kevin's mother is receiving some welfare assistance, the conditions in which she and her family live are deplorable. She and her husband plan to send building materials and tools home with Kevin during the Christmas holidays so that he can make repairs to the house. They also want to assist other needy and deserving graduate trainees and specifically requested a visit from the placement officer in the near future.

Again, at the request of the employer, I accompanied him to a fair ground in a nearby city where the home improvement firm had an exhibit. There, I found Kevin taking care of the exhibit and talked with him several minutes. He looks well, was very courteous, and stated that he was now living in a good home and liked his work. He told me that he was receiving room and board plus $30 to $40 per week. His general duties are masonry work and carpentry work.

Gradford

This parolee was visited on the job on September 9. He is employed at Standard Machinery Company, and the firm is well pleased with his performance and progress in his work. Gradford stated that he was given an opportunity to work overtime every week and that he was attempting to take advantage of every possible hour. This will not only increase his income, but will also give him more experience.

I believe Gradford's earnings are possibly the best of any of our graduates at this time. Including his overtime earnings, he has made as much as $100 per week.

The parolee stated that his previous marital difficulties were being resolved by divorce.

Joe

Joe presented a neat appearance when I visited him at the O. K. Barber Shop on September 14. He told me that he was moving his residence from a hotel (temporary home program) to the home of the Mayor's mother, a change of residence that was approved by his parole officer.

His employer, Mr. Warren, is well pleased with Joe's work, cooperation and progress. The only problem that came to light from this visit was the lack of business which affects the weekly wage of the parolee. However, both he and his employer stated that business was improving.

Mark

Another barbering graduate was searched for on the visit to the town in which Joe works, but I could not find him. Mark had been employed since leaving Draper at a barber shop on a south Alabama army base and also at a barber shop in a nearby town. I learned from the sheriff of that county that Mark had been arrested on four different occasions for public drunkenness and fighting. However, this graduate is not on parole. He had served his sentence. I received splendid cooperation from the sheriff who was vitally interested in receiving information relative to the Draper Project.

David

I visited David's parole officer at the county courthouse on September 13 in order to obtain information regarding parole progress and home progress for this welding graduate. However, the parole officer was not in his office.

I then visited David's employer who operates a farm equipment company. I had a long conversation with his employer about David and his job. Mr. Waller explained that due to work being scarce and David's receiving a job offer from a company in another town, his employment was terminated with the farm equipment company during the last week of August.

I then visited the plant to which Mr. Waller had directed me in another town about eight miles away. There I talked with the foreman who directs David's activity. He told me David was not at work that day because he had to visit a doctor. I learned also that David is operating a drill press for the plant for which he earns $1.25 per hour, but he will be assigned to the first welding job in which an opening occurs. Since David had worked for him only 10 days, the foreman stated that he preferred to withhold completion of the employer questionnaire until my next visit.

Randall

Upon visiting Guy's Appliance Center on September 23, I learned that Randall had been dismissed from employment with this center. The questionnaire completed by his former employer states that Randall's problem primarily concerned his wife and home. I also learned that he was currently working for Flower Bakery Company in the same town, and I visited there. I found that he was an employee of the shipping department and works on the night shifts. Thus, I was unable to conduct an interview with the parolee and his family. Efforts will be made to contact him on the next round of visits to parolees in jobs throughout Alabama.

Travis

When I visited Travis at his place of employment, I learned that he was being kept extremely busy. I was also told that NO MEMBER OF THE FIRM EXCEPT THE OWNER AND TRAVIS' FOREMAN KNEW THAT HE HAD BEEN AN IMATE OF DRAPER.

Travis' mother moved to the town in which he works in order that he might have a suitable home program, and they live near his place of employment.

This graduate of the Small Electric Repair course is working in an excellent training situation.

Bill

I visited Bill on September 8 at the Armstrong Barber Shop where I talked with both him and his employer. Bill and his employer both prepared their respective questionnaires. I learned from his employer that Bill had occasionally experienced some difficulty in removing himself from the association and company of former Draper inmates. Evidently, this situation needs to be observed carefully in order that we can do all possible to prevent a parole violation.

Bill's job is an excellent training opportunity.

Eddie

I visited Eddie on his job on September 8. His employer, Mr. Williamson, was enthusiastic relative to Eddie's future as a barber. Mr. Williamson operates a big barbering concession consisting of at least eight shops located on two air force bases. He states that he needs more good entry level barbers.

It was quite evident to me during my interview with Eddie that he was getting all the work he could possibly handle. He assured me that his marital difficulty had been resolved satisfactorily and that he had, upon two occasions, been permitted to see his child. His former wife is remarried.

Harry

When I visited this parolee at work on September 8, he had gone out on a service assignment; thus, I talked with his employer, Mr. Bailey, at length. Mr. Bailey is well acquainted with our rehabilitation project is very cooperative. He is a close friend of our Placement Officer, thus, he was frank to state that one or two minor problems had arisen with the employment of this parolee They have been successfully solved, however. One important change that had occurred was Harry's being removed from the refrigerator repair department to the washing machine department. Harry is a graduate of the Electrical Appliance Repair course. Mr. Bailey stated that a foreman of the washing machine department had taken an extraordinary interest in Harry's work techniques and training.

The following day, I returned to Radio Hospital to talk with Harry himself. He told me that he had received permission from his parole officer and had changed his place of living to a small city in the next county.

Henry

I talked with Henry's employer, Mr. Boyette on a visit to Boyette's Garage on September 9. He was well pleased with the work, cooperation, and progress of this parolee. He informed me that at the present time Henry is performing general auto mechanic work under supervision. He does have an opportunity to do some welding (for which he was trained), however, and it is expected that the amount will increase. Mr. Boyette was cooperative in every sense and prepared the employer questionnaire.

Because Henry was busy on an assignment, my visit with him was very brief, but he did prepare the questionnaire. He is well pleased with his job. He lives with his parents, but it was not possible for me to contact them as they were visiting relatives in another state.

Henry told me privately that his parole period would end in November and that he planned to get married after that time.